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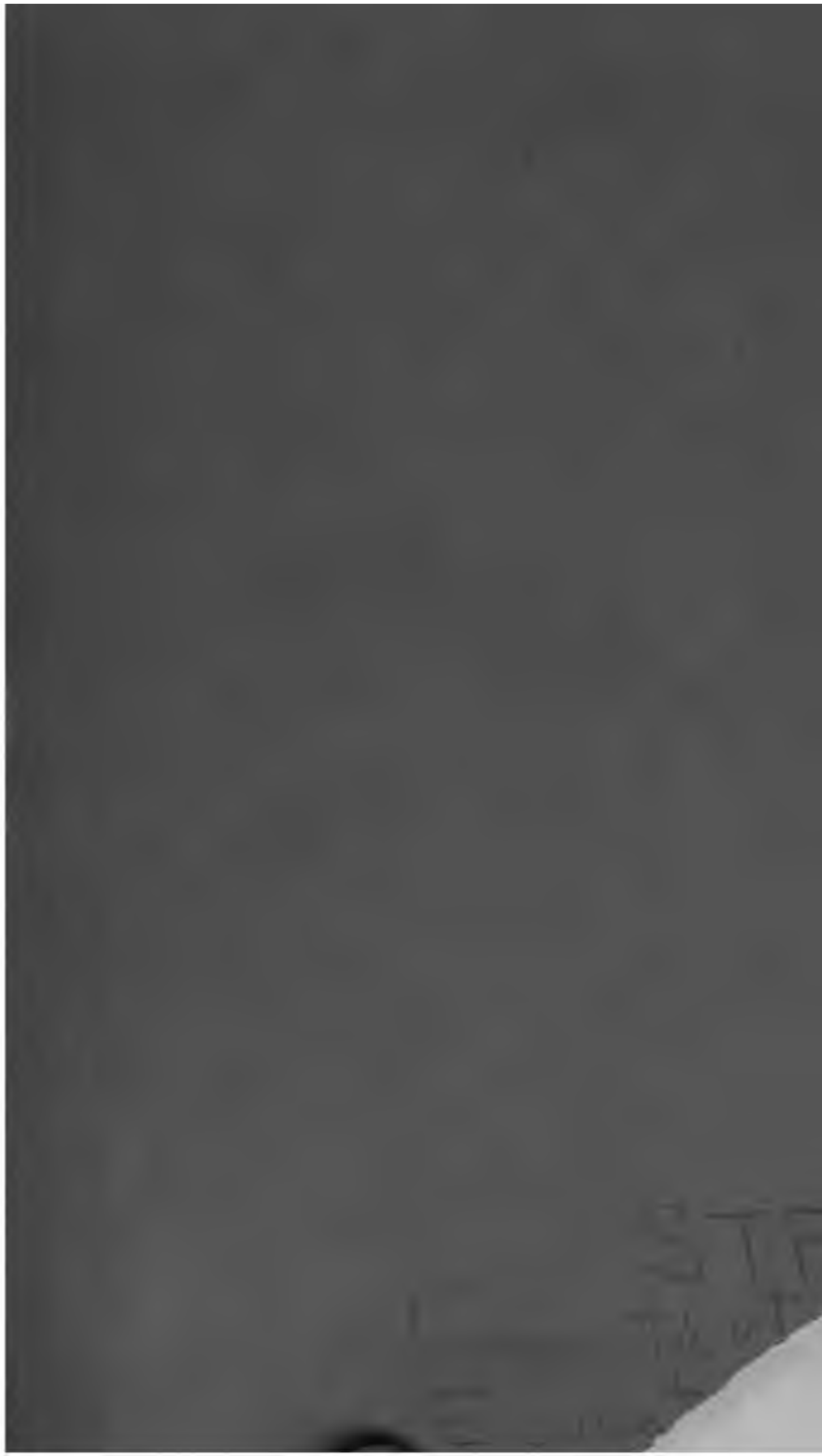

ANNUAL REPORT

OF THE

BOARD OF EDUCATION

OF THE

STATE OF CONNECTICUT,

PRESENTED TO THE

General Assembly, January Session, 1878.

TOGETHER WITH THE

ANNUAL REPORT OF THE SECRETARY OF THE BOARD.

NEW HAVEN:
TUTTLE, MOREHOUSE & TAYLOR, PRINTERS.
1878.

MEMBERS

OF THE

STATE BOARD OF EDUCATION.

For the Year 1877–78.

Ex Officio.

His Excellency, RICHARD D. HUBBARD, Hartford.
His Honor, FRANCIS B. LOOMIS, New London.

By Appointment of the General Assembly.

FRANCIS A. WALKER, New Haven,	Term expires 1878
ELISHA CARPENTER, Hartford,	" " 1879
WILLIAM H. POTTER, Mystic River,	" " 1880
*JAMES C. LOOMIS, Bridgeport,	" " 1881

* Deceased.

For the Year 1878–79.

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ORIGEN S. SEYMOUR, Litchfield,	" " 1881
FRANCIS A. WALKER, New Haven,	" " 1882

SECRETARY OF THE BOARD.

BIRDSEY GRANT NORTHROP, New Haven.

Office.

Old State House, New Haven.

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REPORT

OF THE

BOARD OF EDUCATION

TO THE

GENERAL ASSEMBLY OF CONNECTICUT.

The Board of Education respectfully submit this, their Thirteenth Annual Report.

The experience of the year calls for little in the way of remark, and, fortunately, for nothing in the way of excuse or apology. Nothing has occurred, since the last Report of the Board, to suggest changes in the school laws of the State, or in the methods of administration; but, for reasons long in the view of physiologists and teachers, and of late increasingly manifest to the public mind, the Board are prepared to recommend at a single point a modification of the requirements of existing laws, namely, that the earliest year of age at which school attendance shall be allowed, be five years instead of four, as at present provided.

The history of the schools of Connecticut, for the year just closed, is, so far as it can be read through the statistics of attendance and of provision for instruction, in every way satisfactory.

The number of children between four and sixteen years of age who were enumerated in January, 1877, was 137,099, against 135,189 the previous year, an increase of 1,910, no small part of which must, the Board are of opinion, be attributed to the more careful canvass made by the Census-takers of the several towns of the State.

The number of scholars registered in winter was 99,657, against 98,923 in 1876. Those registered in summer were 90,845, against 89,632 in 1876. The aggregate number of children registered as scholars, summer and winter, was 119,208, against 119,106. Of these, 4,894 were over sixteen years of age, against 4,454 in 1876.

Of the twelve or thirteen thousand children enumerated in the School Census, but not registered in either public or private schools, by far the greater part were, of course, children of tender age, four, five and six years old, whose absence from heated rooms and hard courses of study must be regarded as fortunate, rather than as implying any defect in the working of the system of public education. The laws of the State do not compel attendance before the child has completed his eighth year. The Board have already expressed the opinion that it would be well if the laws did not permit attendance at the age which now forms the nominal beginning of the school period.

The above statistics of attendance are every way creditable to parents, to the employers of labor, and to the Agent of the Board. Unceasing vigilance and activity are required to resist the strong tendency among the juvenile population towards slipping back into idleness and truancy, and to prevent the formation of a vagabond and more or less vicious class, at the expense of the public schools. The work of one year will never answer for the next. Efforts to restrain truancy may not be relaxed for so much as a single term, without engendering evils which can never be wholly eradicated. At this point those who administer the schools have to meet the strongest and most irrepressible of all the instincts of youth; while, on the other hand, the interests of public instruction suffer a steady encroachment, through the desire of the employers of labor to secure a profit by hiring children within the school age, and retaining them in service to the neglect of their education, even to the point of violating the requirements of law.

Nowhere are good sense and good temper, on the part of those who administer the school system, more needed than here. The laws should be peremptory; the execution of them should be in discretion and moderation. Adequate penalties should be provided; but public sentiment should be sedulously

cultivated on this behalf, and the public spirit and good feeling of employers should invariably be appealed to, before penalties are invoked or threats uttered. The Board are glad to believe that the Agent charged with this duty has performed it with sound judgment; while the labors of the Secretary of the Board, in his addresses and personal intercourse with the citizens of every section of the State, have done much to prepare the way for direct effort towards an enforcement of the law. Nor can the Board refrain from expressing their sincere conviction, that no body of men similarly situated are more amenable to appeals on this side than the employers of labor in Connecticut. A sound public sentiment on this subject, and an active popular interest in the instruction of youth, are among the best of our inheritances from a generation which established common schools as a part of the fundamental polity of the State.

The increase in the aggregate attendance on the public schools during the year, which has been noted, has not been obtained at the expense of the private schools, which report 10,180 pupils, against 9,816 in 1876.

Not only has the aggregate attendance on the schools increased as stated, but the average attendance has increased even more than proportionally, the average attendance having been 75,732 in winter, against 74,369 in 1876; and 68,588 in summer, against 66,621 in 1876. This is the more noticeable because an increase of aggregate attendance often involves a decrease in the average attendance, those scholars who are brought into the schools by direct efforts, generally remaining only the minimum time required by statute. In part, doubtless, the increase noted in the average attendance must be attributed to the general prostration of industry which has formed so marked a feature of the year; but the Board believe it is due also to a better systematization of the service and the application of a continually increasing pressure in the prevention of truancy and vagabondage.

The pecuniary provision made for the support of the schools during the year shows, most naturally, a decline, though less than might have been anticipated. The receipts from the School Fund and from State appropriations have been

$343,152.50, an increase of $5,180; from town taxes $697,103.26, a decrease of $14,064.72; from district taxes $349,949.89, a decrease of $49,884.76; the total receipts being $1,506,218.57, a decrease of $54,346.39, or about four per cent. When, however, the general shrinkage in the value of property and the fall in the prices of commodities are considered, it will easily appear not only that the people of Connecticut have not, within recent times, made a greater sacrifice to maintain that school system which was early made the most fundamental and characteristic institution of the State; but that, in fact, they have never made a larger actual appropriation to that purpose, the receipts of 1877 having a power to purchase commodities and services in excess of the receipts of 1876.

The total expenditures have been $1,510,222.56, a decrease of $18,958.96. $1,058,682.28 has been expended upon the salaries of teachers, being $26,607.77 less than in 1876. The number of teachers continuously employed during the year was 1,904, an increase of 124. The number of new teachers engaged was 478, a decrease of 61.

That portion of the history of the schools of the State which is not to be told in figures, has not been less satisfactory. The interest of the people in the schools they maintain, the industry and activity of the corps of teachers, the obedience and diligence of scholars have, we believe, been kept fully up to the high standard of past years. Never since the first rude disturbance of the elements of our citizenship, thirty years ago, has the population of Connecticut been more homogeneous than to-day; and this is due in a large degree to the assimilating power of the public schools. Never, we believe, has the public school system stood more completely justified in the mind and conscience of the people of the State. When the most powerful commercial and manufacturing nation of the world resorts, at this late date, to gratuitous compulsory education, confessedly not so much from political or social considerations, as to qualify its laboring classes to sustain the increasing severity of competition in production from newer but more intelligent populations, he would be strangely unwise who should entertain the thought of restricting the scope or impairing the efficiency of this great agent of social and industrial progress.

From personal inspection the Board are able to report that the Normal School at New Britain fully maintains its standard of excellence, both as a school of instruction in the higher elements of learning, and as a school of practice in the art of teaching. The Teachers' Institutes, both county and local, held at various points in the State during the year, have been well attended by teachers and by the general public, and have been productive of much good, not alone through their influence on the teachers enjoying their advantages, but by awakening throughout the community a more active interest in education and in the condition of the local schools. The steady growth of a truly professional spirit among the teachers of the State is a matter of congratulation.

The adoption of the Metric system as the exclusive system of weights and measures in some of the leading commercial countries, its recognition by the United States Government, its introduction into text-books, technical treatises and cyclopædias, and the increasing use of its terms in popular literature, require that, merely as a matter of practical information, this system shall be studied in the public schools. With the many demands upon the attention of the scholars, however, but little time is available for this purpose, while, fortunately, the Metric system, as a branch of study, is peculiarly susceptible of graphic illustration and presentation by models. The report of the Secretary of the Board details the measures he has taken to facilitate the acquisition of the requisite information by the corps of teachers, and to assist them in readily imparting it to their pupils. In the opinion of the Board, these efforts of the Secretary have been signally fortunate in their results.

The work of awakening public interest in village improvement and in the planting of trees, both ornamental and economic, and of bringing to the knowledge of our people the latest and best results of scientific investigation and practical experiment within these departments, which the Secretary of the Board undertook eight years ago, in addition to the strict duties of his office, has been prosecuted by him with unflagging zeal, yet with no disparagement to the proper school work of the year. On the contrary, the Board believe that the interest aroused in these subjects in many of the towns of the State,

has redounded to the positive benefit of the schools. Mr. Northrop being about to visit Europe during his customary summer vacation, the Board by resolution, in May last, requested him to examine such schools of forestry and agricultural stations abroad, as should be within the line of his travels. The Report of the Secretary of the Board contains an interesting sketch of the organization and operations of several of the most important Schools of Forestry in Europe. The information gathered by Mr. Northrop respecting tree planting and forest culture, in their economic aspects, will be more appropriately embodied in a communication to the State Board of Agriculture.

RICHARD D. HUBBARD,
FRANCIS B. LOOMIS,
FRANCIS A. WALKER,
ELISHA CARPENTER,
WILLIAM H. POTTER.

REPORT OF THE SECRETARY.

To the Board of Education of the State of Connecticut:

GENTLEMEN,—My Eleventh Annual Report, being the Thirteenth since the organization of the Board of Education, and the Thirty-third from this Department, is herewith submitted.

STATISTICS OF THE PUBLIC SCHOOLS OF CONNECTICUT, FOR THE YEAR ENDING AUGUST 31ST, 1877.

Number of towns in the State,	167
Number of school districts in the State,	1,487
Decrease for the year,	6
Number of public schools,	1,629
Increase for the year,	1
Number of departments in public schools,	2,530
Increase for the year,	31
Average length of public schools,	177.52 days
Decrease for the year,	.61 days
Number of children between 4 and 16 years of age, in January, 1877,	137,099
Increase for the year,	1,910
Number of scholars registered in winter,	99,657
Increase for the year,	734
Number of scholars registered in summer,	90,845
Increase for the year,	1,013
Number registered who were over 16 years of age,	4,894
Increase for the year,	440
Number of different scholars in public schools,	119,208
Increase for the year,	102

Number in other schools than public schools,	10,180
Increase for the year,	364
Number between 4 and 16 years of age in no school,	13,865
Increase for the year,	1,568
Number in schools of all kinds,	129,388
Increase for the year,	466
Average attendance at public schools in winter,	75,732
Increase for the year,	1,363
Average attendance at public schools in summer,	68,588
Increase for the year,	1,967
Percentage of whole number registered in the year, as compared with number enumerated January, 1877,	86.95
Decrease for the year,	1.15
Percentage of children in schools of all kinds,	94.38
Decrease for the year,	.98
Percentage of those enumerated registered in winter,	72.69
Decrease for the year,	.48
Percentage of those enumerated registered in summer,	66.26
Decrease for the year,	.19
Percentage of average attendance in winter,	75.99
Increase for the year,	.81
Percentage of average attendance in summer,	75.49
Increase for the year,	1.44
Average attendance in winter, as compared with number enumerated in January, 1877,	55.24
Increase for the year,	.23
Average attendance in summer, as compared with number enumerated in January, 1877,	50.03
Increase for the year,	.75
Number of teachers in winter—males, 753; females, 1,923; total,	2,676
Decrease, males, 14; increase, females, 34; total increase,	20
Number of teachers in summer—males, 305; females, 2,354; total,	2,659
Decrease, males, 16; increase, females, 37; total increase,	21

Number of teachers continued in the same school,	1,904
Increase for the year,	124
Number of teachers who never taught before,	478
Decrease for the year,	61
Average wages per month of male teachers,	$64.55
Decrease for the year,	2.88
Average wages per month of female teachers,	$36.20
Decrease for the year,	.96
Number of schools of two departments,	112
Decrease for the year,	6
Number of schools of more than two departments,	165
Increase for the year,	13
Whole number of graded schools,	277
Increase for the year,	7
Number of departments in graded schools,	1,176
Increase for the year,	28
Number of new school houses built in the year,	22
Decrease for the year,	4
Number of school houses reported in good condition,	922
Increase for the year,	39
Number of school houses reported in fair condition,	524
Decrease for the year,	32
Number of school houses reported in poor condition,	201
Decrease for the year,	11
Dividend per child from School Fund, 1877,	$1.00
Income of School Fund distributed, 1877,	$137,261.00
Amount paid for schools from State Tax,	205,891.50
Income of Town Deposit Fund,	44,538.92
Income of Local Funds,	12,754.62
Amount raised for schools by Town Tax,	697,103.26
Decrease for the year,	14,064.72
Amount raised for schools by District Tax,	349,949.89
Decrease for the year,	49,884.76
Amount of voluntary contributions for schools,	4,755.00
Amount received for public schools from other sources,	53,964.48

Total am't rec'd for public school from all sources,	$1,506,218.67
Decrease for the year, - - - - -	54,346.39
Amount for each child enumerated, - -	10.99
Decrease for the year, - - - - -	.55
Amount expended for teachers' wages, - -	1,058,682.28
Decrease for the year, - - - - -	26,607.77
Amount expended for fuel and incidentals, -	134,125.12
Increase for the year, - - - - -	781.23
Amount expended for new school houses, - -	98,698.80
Increase for the year, - - - - -	2,940.17
Amount expended for repairs of school buildings,	73,516.83
Increase for the year, - - - - -	4,656.74
Amount expended for libraries and apparatus, -	9,543.96
Increase for the year, - - - - -	2,095.24
Amount expended for other school purposes, -	135,655.57
Increase for the year, - - - - -	2,824.57
Total amount expended for public schools, -	1,510,222.56
Decrease for the year, - - - - -	18,958.96

The number of children enumerated in January, 1877, as given above, on page 11, is less by 162 than the number given in the Report of the Commissioner of the School Fund. That Report includes 230 in Bridgeport, added on account of the payment, during the past year, of school moneys for that number of children, that had been forfeited in a previous year. This Report includes fifty-eight in East Haddam and ten in Essex, accidentally omitted in the returns made to the Comptroller, and therefore not included in the official enumeration.

A statement of the amount of money received for Common Schools, from several sources, for each of the last ten years, with the yearly increase or decrease in the total amount, and for each child enumerated.

Report of the Year.	Children enumerated Jan., 1868, '69, etc.	Increase from previous year.	Dividend per Child from School Fund.	Amount of dividends from School Fund, Feb. 1868, '69, etc.	From Town Deposit Fund.	Local Funds.	From Town Tax.	District Tax.	Voluntary Contributions.	Other Sources.	Total Receipts from all sources.	Increase from previous year.	Per Child.	Increase per Child.
1869	123,650	2,766	$1.10	136,015.00	43,985.75	8,919.15	160,347.35	467,804.77	*d* 139,406.84	86,607.85	1,043,086.71	59,280.39	8.44	.30
1870	124,082	432	1.00	124,982.00	44,883.94	12,300.34	415,318.26	491,420.61	15,996.86	165,150.82	1,269,152.83	226,066.12	10 23	1.79
1871	125,409	1,327	1.00	125,409 00	45,650.19	7,920.77	568,387.50	498,846.09	11,907.73	225,895.07	1,484,016.35	214,863.52	11.83	1.60
1872	128,468	3,059	1.00	128,468.00	45,167.37	9,627.23	641,837.76	410,708.11	11,012.47	256,796.68	1,503,617.62	19,601.27	11.70	*e*.13
1873	131,748	3,280	1.00	*a*197,622.00	45,712.80	11,348.05	642,194.11	485,523.56	10,250.79	50,017.70	1,442,669.01	*e*60,948.61	10.95	*e*.75
1874	132,908	1,160	1.00	*b*332,120.00	45,452.58	12,196.45	598,873.44	499,555.19	7,172.42	47,119.12	1,542,489.20	99,820.19	11.60	.65
1875	133,528	620	1.00	*b*333,820.00	46,003 03	16,064.71	669,856.88	502,500.80	6,637.89	38,064.33	1,612,947.64	70,458.44	12.08	.48
1876	134,976	1,448	1.10	*c*350,339 60	46,534.97	15,614.79	668,167.13	463,775.19	6,881.26	41,545.17	1,592,858.11	*e*20,089.53	11.81	*e*.27
1877	135,189	213	1.00	*b*337,972.50	47,665.00	12,562.54	711,167.98	399,834.65	4,599.11	46,763.28	1,580,565.06	*e*32,293.05	11.54	*e*.27
1878	137,099	1,910	1.00	*b*343,152 50	44,538.92	12,754.62	697,103.26	349,949.89	4,755.00	53,964.48	1,506,218.67	*e*54,346.39	10.99	*e*.55

a, Including $65,874 from the State Treasury, or 50 cents to each child, i. e. from State Tax.
b, Two-fifths from the School Fund, three-fifths from State Tax.
c, $1.10 per child from the School Fund; $1.50 per child from State Tax.
d, Rate Bill. *e*, Decrease.

Report of	Income from Funds.	Raised by Taxes, Voluntary Contributions, etc.
1869	$188,919.90	$ 854,166.81
1870	181 266.28	1,087,886.55
1871	178.979.96	1,305,036.39
1872	183,262.60	1,320,355.02
1873	188.808.85	1,253,860.16
1874	190,497.03	1,351,992.17
1875	195,595.74	1,417,351.90
1876	210,370.36	1,382,487.75
1877	195,416.54	1,365,148.52
1878	194,554.54	1,311,664.13

Report of the Year.	Average Length of Schools.	Enumerated 1868, 1869, etc.	Registered.		Different Scholars Registered.	Per cent. Registered.	In Private Schools.	No. in both Public and Private Schools.	Per cent. in all Schools.
			W.	S.					
1869	163.05	123,650	82,140	75,177	99.390	80.38	.....	.....	.....
1870	161.75	124,082	88,348	78,865	105,313	84.87	9,583	114,896	92.60
1871	168.51	125,409	94,092	83,192	110,640	88.19	9,304	119.944	95.64
1872	172.41	128,468	94,408	83,095	113,588	88.50	8,754	122,342	95.23
1873	173.34	131,748	94,787	83,874	114,805	87.14	9,029	123,834	93.99
1874	174.18	132,908	95.199	86,987	114,857	86.41	8,529	123,386	92.83
1875	176.29	133,528	99,550	89,674	119,298	89.34	8,422	127,720	95.65
1876	176.26	134,976	98,402	88,595	119,489	88.53	9,145	128,634	95.30
1877	178.13	135,189	98,923	89,832	119,106	88.10	9,816	128,922	95.36
1878	177.52	137,099	99,657	90,845	119,208	86.95	10,180	129,388	94.38
Incr'se	14.47	13,449	17,517	15,668	19,818	6.57	597	14.492	1.78

Report of the Year.	Average Attendance.		Teachers' Wages per Month.		Total pay of Teachers.	No. of Teachers continuously employed.
	W.	S.	Male.	Female.		
1869	59,489	53,645	$56.64	$26.93	$609,658.05	1,453
1870	64,707	56,309	58.74	29.16	695,539.25	1,568
1871	66,902	58,348	63.10	31.29	785,680.04	1,407
1872	67,018	58,349	66.56	32.69	833,759.96	1,434
1873	67,599	58,113	67.01	34.09	888,871.89	1,508
1874	67,172	60,905	69 03	36.05	959,229.40	1,574
1875	71,433	63,052	71.48	36.67	1,021,714.07	1,690
1876	71,935	65,251	70.05	37.35	1,057,242.19	1,768
1877	74,369	66,621	67.43	37.16	1,085,290.05	1,780
1878	75,732	68,588	64.55	36.20	1,058,682.28	1,904
Incr'se	16,243	14,943	$7.91	$9.27	$449,024.23	451

NEGLECTED CHILDREN.

Mr. Giles Potter has rendered efficient service in securing the observance of the law for the prevention of illiteracy. The plan of visiting schools to ascertain the extent of absenteeism from both pupils and teacher has proved very useful during the last year. The question, "does any scholar in this school know of a boy or a girl of school age who has attended no school this term or this year?" is very sure to reveal the real facts in each case. These inquiries have increased attendance and served to magnify the importance of the school both with pupils and parents. The fact that the State is thus enforcing attendance, and even looking after individual children, has led many parents, and especially foreigners, to a higher appreciation of the school and of their own parental duties. The sympathy and coöperation of *all* parents is essential to the highest success of a school. A representative of the State Board can render important aid to School Visitors. New men in the office value the opportunity of conferring with one who devotes his life to the interests of schools, familiar with the usages of other towns and conversant with the school laws and with the practical results of different plans and systems.

An important work is thus done with the teachers. The Agent or Secretary of the Board meets the teachers as their friend and adviser, to whom they may freely state difficulties and from whom they may receive timely counsel. Teachers welcome friendly criticisms. Many teachers, isolated and unvisited, desire to see themselves as others see them, and welcome kindly suggestions as to the deficiences observed and the means of remedying them. Teachers need encouragement as well as counsel. Sometimes it may save a teacher and help a district to have it said by a disinterested and competent inspector of schools that the difficulties of which they complain originate with the parents and that the remedy is with themselves. In difficult cases of discipline such advice may be of special service, suggesting methods of forestalling trouble and showing how much better is prevention than cure.

With these objects in view I visited all the schools of Bridge-

port the last year and many in other towns and cities. I plan to follow up this work during the current year as fully as other duties will permit. Mr. Potter will devote still more time to this very important service. Fully appreciating the cordial coöperation I have everywhere received from school officers in all parts of the State, I respectfully invite them to equally facilitate the work of the Agent in the towns he may visit.

In view of the practical importance of this subject, the Board of Education advise me to keep certain suggestions before the people even at the risk of some iteration. I therefore again request all persons who know of the employment of children under fourteen years of age, who have not attended school three months in each year—the time required by law,—or of any children growing up in indolence and degradation amid intemperance and vice, to notify me of the fact, giving the names and address of the employers of the children and parents. The friends of education throughout the State are invited to communicate all facts as to non-attendance. No effort should be spared by which a single neglected child can be brought to school.

Blank certificates like the following will be distributed without cost, whenever they are called for, by the Agent or Secretary.

The gain in attendance since the adoption of our compulsory law, shows the wisdom and value of the enactment, and amply compensates for all the effort put forth to secure its general observance. Besides the systematic work of the Agent, I have kept in view the needs of the neglected children in my visits to towns, schools, and factories, and in conferences with school officers, and in public lectures. During the last year I have given seventy-six lectures and made fifty-seven visits to forty-two different towns, not counting thirty-two visits to Hartford and frequent visits to New Britain. The chief trouble has not been with the large manufacturers, who, as a rule, have cordially coöperated with us, but with the far greater number who employ a few children in shops, or stores, or a single one on the farm, or in the family. Our law applies alike to *all* employers of children, to farmers, mechanics, and merchants, as well as to manufacturers. During the last year Mr.

Neglect on the part of parents or other persons having control of a child, to cause such child to attend school as the law requires, is punishable by a fine of **$5** for each week of neglect.

EMPLOYERS OF YOUNG CHILDREN,

PLEASE DEMAND A CERTIFICATE LIKE THIS IN EVERY CASE.

Town of.....*187* .

This Certifies that.....

has attended School for the FULL TIME OF ***SIXTY DAYS** ending the .....day of....., SIX WEEKS of which time were consecutive, and may legally be employed for the nine months following, viz: until the.....day of....., 187 .

This Certificate should be signed by a Teacher or School Visitor.

.....*Teacher.*

.....*School Visitor.*

* The law requires *Sixty Days of Actual Attendance*, six weeks at least to be consecutive.

The penalty for employing a child under 14 years of age who has not attended school as the law requires, is a forfeit of **$100.**

Potter has been employed by the Board one hundred and five days and has received for his services four hundred and ninety-eight dollars and fifty cents, and for his expenses three hundred and twenty-eight dollars and five cents; total eight hundred and twenty-six dollars and fifty-five cents. He has visited forty-three towns, two hundred and fifty-eight departments in one hundred and eighty-nine schools, and thus found children still illegally kept from school, and learned of seven who have not been at school for two years.

But the law should not relax our efforts at persuasion—in making our schools so attractive, and their substantial advantages so inviting, that none can afford to lose them—so that attendance shall be regarded as a privilege rather than a legal necessity. But when reason, persuasion, and patriotism all fail, coërcion should stand in their stead. The law should protect helpless childhood whose rights are sacred. It recognizes the claims of the humblest child to an education as that which the State cannot neglect without detriment to itself, and harm to a human soul. Not even by omission may the State doom a single child to ignorance and its manifold evils. The temporary hardships occasionally incident to the observance of this law, will be counterbalanced a thousand-fold by the permanent advantage of both parents and children, while its neglect will inflict lasting evil upon them and the whole community.

Attention is called to the following laws relating to truancy, etc.

CHAPTER XCVIII.

An Act approved March 14, 1877.

SECTION 1. The police in any city, and bailiffs, constables, sheriffs, and deputy sheriffs, in their respective precincts, shall arrest all boys between eight and sixteen years of age, who habitually wander or loiter about the streets or public places, or anywhere beyond the proper control of their parents or guardians, during the usual school hours of the school term; and may stop any boy under sixteen years of age during such hours, and ascertain whether he be a truant from school; and if he be, shall send him to such school.

SEC. 2. Any boy arrested the third time under the provisions of the preceding section, shall be taken, if not immediately returned to school, before the judge of the criminal or police court, or any justice of the peace in the city, borough, or town where

such arrest is made; and if it shall appear that such boy has no lawful occupation, or is not attending school, or is growing up in habits of idleness or immorality, or is an habitual truant, he may be committed to any institution of instruction or correction, or house of reformation in said city, borough, or town, or, with the approval of the selectmen, to the State reform school, for not more than three years.

SEC. 3. Officers other than policemen of cities shall receive for making the arrests required by the preceding sections, such fees, not exceeding the fees allowed by the statutes for making other arrests, as may be allowed by the selectmen of the town in which such arrests are made; but unless a warrant was issued by a judge of the criminal or police court or by a justice of the peace, the officer shall, before receiving his fees, present to the selectmen of the town a written statement showing the name of each boy arrested, the day on which the arrest was made, and, if the boy was returned to school, the name or number of the school to which he was so returned.

CHAPTER II, TITLE VIII, OF THE GENERAL STATUTES.

SECTION 1. The parent or guardian of any girl between the ages of eight and sixteen years, or a selectman or grand juror of the town where she may be found, may present a written complaint to the judge of the Court of Probate for the district in which such town is, or to the judge of the Police Court of any city where she may be found, or to any justice of the peace of such town, alleging that she has committed any offence within the final jurisdiction of a justice of the peace, or belongs to the class specified in the third section of Chapter VI of Title XIV, or in the seventh and eighth sections of Chapter I of Title XI, or that she is leading an idle, vagrant, or vicious life, or is in manifest danger of falling into habits of vice, praying that she may be sent to the Connecticut Industrial School for Girls, and such judge or justice of the peace shall, thereupon after notice to her and such other notice as he may deem proper, inquire into said complaint, and on being satisfied of the truth of the allegations therein, may order her to be committed to the custody of such School, until she shall arrive at the age of eighteen years, unless sooner lawfully discharged, and if he finds that she has committed an offence punishable by imprisonment other than imprisonment for life, she may be sentenced to the Connecticut Industrial School for Girls, or judgment may be suspended, on such terms, and for such time, as he may prescribe; and said authority may issue a warrant for the execution of such sentence.

SEC. 2. Any proper officer may arrest within his precincts any girl whom he shall judge to be between the ages of eight and sixteen years, whom he shall find in any improper place or situation, and who is, in his judgment, liable to be arrested for any of the offences specified in the preceding section, and make complaint and proceed in the same manner as a parent could do under the provisions of the preceding section.

We have several manufactories in Connecticut which are models in the practical interest shown by the owners and superintendents in the physical, mental, and moral welfare of their hands, and the pleasant relations existing between employers and employees. Under date of February 15, 1878, Mr. Potter sends the following interesting statements.

"A few days ago I called on the agent and the superintendent of two large cotton mills. Formerly the gentleman now acting as superintendent of both these mills had charge of one of them only, where he and the agent gave very strict attention to the character of their help and employed no children except such as had duly attended school. In the other mill I had suspected that children were often employed who had not had the required schooling. I therefore remarked to the superintendent, "I am glad you now have charge of both mills and trust that in future the education of children in the mill recently placed under your care will be as well looked after as it has been in the establishment so long under your superintendence." He replied, "I shall look the matter up and straighten it all out. We believe in education and want intelligent help. *It pays best to employ such help;* they do more work and cause less waste. In our old mill we have insisted on the children attending school as much at least as the law requires and, sometimes, six months in the year. The improvement in the character and appearance of our help there (for many of those who were children when they entered our employment, have remained with us, and are now men and women) is so manifest, that our directors when they come twice a year notice it and remark upon it. Five of our boys, who have worked in the mill and attended school alternately, entered the academy last fall. One of these boys has a widowed mother and younger brothers and sisters dependent on his wages, so that he had not been in school as much as he desired, but made up the loss by studying at leisure hours and reciting to one of the teachers in the evening, and at the time he entered the academy stood higher in the examination than any of the other candidates. But he could not remain in the academy unless he could work in the mill Saturdays and during vacation. We have promised him

such employment, and when he has completed the course at the academy he can have any position he may desire in our factories; but he will doubtless be qualified for a higher position than any we can give him. Two of the lady teachers in the academy were formerly our 'mill girls.'" The academy here referred to is the Free Academy of Norwich. The other gentleman stated: "During the last years of the late war one of our 'mill boys' enlisted in the army, and when officers were wanted for the colored regiments he presented himself as a candidate at a competitive examination for a lieutenancy, but when he appeared before the officer to hear the result of the examination, he was told 'We cannot give you a lieutenancy, we want you for a captain;' and when the war ended he had risen to the rank of major." These interesting statements were made by these gentlemen with as much apparent satisfaction and pride as the principal of an academy or the president of a college might exhibit in telling of the honors of their alumni. With such men as this agent and this superintendent in charge of all our manufacturing establishments our educational interests will be secure and our republic will be safe." Mr. Potter's annual report is herewith submitted.

REPORT OF THE AGENT.

To the State Board of Education:

GENTLEMEN:—I herewith respectfully present my Report for the year 1877.

Previous to the year 1872 the duties of the Agent of your Board related only to children under fourteen years of age, employed to labor in some kind of business. The law now extends his duties to all classes of children between the ages of eight and fourteen years not attending school, and to truants and loiterers between the ages of eight and sixteen years.

During the past year fewer towns have been visited in the interest of children employed in manufacturing, &c., than in some former years. Few, if any, employers of children, are now ignorant of the law relating to their attending school, and probably all, with perhaps one or two exceptions, have intended to conform to its requirements; but the time during which

the children may be lawfully employed has not been carefully noted, or the unsupported statements of parents and children regarding previous attendance at school have not been questioned, or the employers have waited for some one to make a demand on them to discharge the children to attend school; so that many children have doubtless been unlawfully employed during the past year. Yet many manufacturers and others who employ children have been very careful and systematic in observing the law, and no children have been employed by them unless on certificates or other evidence that they had attended school, and at the expiration of the time during which they could be lawfully employed they were dismissed from service.

Some employers who have not been thus systematic, have been visited and requested to state, as nearly as they could learn from the children or otherwise, their names, ages, and time and place where they last attended school. These lists of names have been taken by superintendents of schools, teachers, or school visitors, and compared with the school registers; and certificates have been made out and sent to the employers of such children as were found to be entitled to them. The other children were to be dismissed from employment to attend school at once, or during the ensuing term of school. Employers were also requested and advised, for their own protection, to demand such certificates in future, before engaging the services of any young children.

If all employers in every school district could be thus visited just before the commencement of each term of the school, there would probably be no want of conformity to law on their part. Perhaps if employers were made by legal prosecution to feel that they will be required to pay the forfeit for every case of neglect, they would perfectly observe the law without being called upon by school visitors or your agent.

During the time I have held the appointment of Agent of your Board, I have advised the prosecution of but two persons for violating the law relating to the employment of children. Both these cases were settled without coming before the Superior Court; one by the State's attorney, the other by the grand juror. In both cases costs were paid by the parties prosecuted,

and assurance given that the law on their part should be strictly observed. It may well be doubted whether it is just to the State to settle these cases in this manner. Ignorance is a burden to the State, and it is but just that those who aid in entailing it on any of its inhabitants, or on any who may become its inhabitants, should pay the forfeit which the law requires; though the design of the law is evidently not to compensate the State for ignorance, but to prevent illiteracy. Those who have the management of large establishments, in which a transient kind of help and many children are employed, are often deceived by statements of parents regarding the ages and the schooling of their children.

Our law makes no exception of children who have not resided in the State a specified time, but it seems to be unreasonable to require families that have just come into the State from countries where the children had no opportunity of going to school, to attend school here during the first three months of their residence in this country, and before they have had a chance to earn anything with which to pay the expense of their journey. I have, therefore, as stated in former reports, said to employers of such children, that they will not be regarded as violating the law if they employ them from six to nine months and then dismiss them to attend school. But it is apparent that with this liberty, and by removing from town to town, parents can evade the law, and employers be constantly violating it. The evasion in regard to ages, and possibly the other in part, might be prevented by making it unlawful to employ any child under sixteen years of age more than six months in any one year, unless such child possesses a certain degree of knowledge of the branches commonly taught in the public schools, and shows a certificate from a teacher or school officer.

Considerable attention has been given during the past year to children growing up without instruction on account of poverty or neglect of parents. Children of this class are to be found in the most secluded places in the country towns as well as in the villages and cities, and if left to the influences of those who nominally have the care of them, are very liable to be not only unprofitable but burdensome and dangerous to society.

It is not easy to find all such children, and when found, to

decide what had best be done with them. When the parents are able to clothe and feed their children, and the influences of the homes are not too bad, it is plainly the duty of the school visitors and of your agent to induce the parents to send them to school as the law requires. This has been accomplished in many cases by friendly counsel. Other parents need to be reminded of the law, and some have been threatened with prosecution. In one town two fathers were arrested and brought before a justice court for not sending their boys to school. The result was entirely satisfactory: on request of the school visitor who caused the arrests to be made, and his giving bonds for the accused to appear when called for, proceedings were stayed and the children were sent to school. The teacher afterwards informed me that these children were very regular in their attendance, and were doing well in their studies. The parents seemed to feel no ill will against their prosecutor, one of them regarded him in the most friendly manner, when he understood that the object sought was the good of his boy.

If parents are too destitute to clothe their children so that they can appear in school, but the home influences are not objectionable, it seems to be the duty of the town to furnish assistance, and in many cases the selectmen have been so informed and relief has been furnished so that the children have attended school.

In a few instances where the parents were so destitute and depraved that there seemed to be no hope for the improvement of their children while with them, I have caused girls to be sent to the Industrial School at Middletown. Boys having such parents should be bound out to some proper master or to some suitable institution. Proper masters who will take such boys are not readily found. They cannot be sent to the Reform School except for some crime or for truancy, nor is that the place for them. The State seems to need an Industrial School for Boys, not the vicious but the neglected. Arrangements were made at the Hartford Orphan Asylum for three boys of this description, but when the parents and those having control of them, found that a place was provided for their children, and that the town authorities were ready to send them there, they promised to take better care of them and to send them to

school. But there are many other boys who need homes quite as much as they do instruction in school. It is to be hoped that ere long a suitable institution will be provided for them.

The law which requires the selectmen to take charge of neglected children has been in many cases more effective in causing children to attend school than the law which imposes a fine of five dollars a week for neglect. The former can be urged as a motive for sending the children to school constantly, the latter applies only to three months of each year.

The question has been frequently asked, "What shall we do with truants?" My answer has been, first, the school-room and the teacher should be such as to attract and not repel; second, there should be if possible a good understanding between parents and teachers. When children are detained by parents the teacher should be promptly informed of the fact. This every teacher has a right to expect, though some parents may think otherwise. If children are excused from school it should be only with the knowledge and consent of parents. If between the home and the school, where the jurisdiction of parents and teacher are concurrent, the child evades both, he should be taken in charge by an officer, as the law requires. Unless the authorities of the town are of the opinion that a boy arrested the third time for truancy, should be sent to the Reform School (and there are very serious objections to his being so sent if he is not otherwise vicious), there is no penalty provided by law beyond these arrests. In the largest cities only are there cases enough of this kind to require the provision of a special school for them. This want in the smaller cities and towns might be met, in part, at least, by a State Industrial School for Boys.

In former years I frequently visited schools in order to ascertain whether they were such as the children could reasonably be required to attend, if discharged from employment for that purpose. In some cases the accommodations were found to be insufficient and otherwise unsuitable, or the terms of school so arranged as not to accommodate all the children who were required to attend school at least three months in each year. In such cases school committees, school visitors, and other persons having influence were urged to provide better accommodations, and results showed that such visits and appeals were not

in vain. During the past year, under the direction of your Secretary, I have quite systematically visited schools, principally in rural districts and villages, having directly in view improvement in the attendance. More than a million and a half dollars is annually expended in our State for public schools, exclusive of the cost of buildings. Nearly one-fourth of this amount is paid from the State treasury, including the dividends from the School Fund. The returns which the State, as well as the towns and the districts are to receive for the funds thus expended, depend on the attendance of the schools as well as on the kind of instruction given in them; and the attendance, the number of children registered, and the regularity with which they are present, are controlled very much by the character of the schools and their accommodations. With these facts in view, it seemed best that visiting schools should be a prominent part of my work, especially in towns where complaints received from school visitors and other persons, and the annual returns made to the Secretary of your Board, showed that the attendance was not what it should be, considered either in reference to the number of children enumerated, or the number registered. I have accordingly visited during the past year 189 schools and 258 departments in 43 towns. In these visits the attention of the teachers and children has been called to the interest which the State as well as the town and the school district has in the school, the value our fathers set upon education, as shown by the establishment of a school fund, which, though paying but a small part of the annual cost of our schools, is a constant reminder of their opinion that not only the best interests of the State, but its very existence depends on the intelligence of the people; children have been reminded of what they lose and the commonwealth loses by non-attendance at school, of their duties to their parents, to themselves, to their country, and to a higher power. Thus an effort has been made to arouse in them a kind of public sentiment averse to absenteeism and irregularity in attendance. I have been assured by teachers some time after they were visited, that these appeals had been made in vain. In these visits teachers have been requested to give all the information which they had or could gather, relative to children not attending

school. The information thus attained has been in many instances quite surprising. While I was visiting a small school the teacher spoke of seven neglected children, who had not attended for two years. This was nearly one-fourth of the number of children between the ages of four and sixteen years in that district. School visitors were called upon, the parents were visited, and an appeal was made to the selectmen of the town for relief. The result was that all these children attended school during the next term quite regularly; and with a little attention they will probably continue to attend till they are fourteen or sixteen years of age. In another town where the school visitors said they did not think there were any children unlawfully absent from school, a teacher produced the names of several habitual truants, and of a number of children between the ages of four and sixteen years who had not attended school during the year, a few of them being employed in some business, but most of them from school on account of parental neglect. The attention of school visitors was called to these cases and an officer at once visited delinquent parents and truant boys with quite satisfactory results. Many other instances might be mentioned, in which visting the schools has been the means of obtaining information and exciting influences that have caused compliance with the laws relating to attendance. These cases are referred to on account of the number of delinquent children in the districts, and because they had escaped the attention of those who should have cared for them. I have so often obtained from teachers information regarding non-attendants, and received aid from them in correcting the delinquencies, that I regard them among the most efficient assistants in my department of educational work. I would here express my grateful acknowledgments to them for services thus rendered, and to school visitors for courteous attention and assistance.

While improvement in the attendance has been the principal object of these visits, and the remarks made to the schools have related chiefly to this subject, opportunity has also been taken to speak through the children to their parents of needed improvements in school houses, and of the interest which they should otherwise manifest in the work that is there going on.

In some of the schools attention has been called to the Metric System of Weights and Measures, and the methods of teaching it. Teachers have cordially welcomed these visits, and appeared to be encouraged by them in their work, and those who have had but little experience may have received some hints that will be of service to them.

The results of visiting schools as a means of securing compliance with the laws relating to attendance, have proved the wisdom of Secretary Northrop in suggesting this course, and I trust that the general interests of the schools have been thereby in some degree promoted.

At the Teachers' Institutes held in the several counties, opportunity has also been given to present the subject of school attendance, which has elicited questions and discussions from school officers, showing not only their interest in the character of the schools, but in seeing that no children are unlawfully deprived of the means of instruction which the schools afford.

GILES POTTER.

Essex, January 2, 1878.

COMPULSORY EDUCATION IN ENGLAND.

My observations during the last year, both at home and abroad, refute the old objection to obligatory education, that "the laboring classes won't stand it." In the County and State Conventions of the Labor Unions recently held in Connecticut, resolutions have been adopted in favor of the rigid enforcement of the law for the prevention of illiteracy. Mixing much with the laboring classes for the purpose of promoting school attendance, I have been greatly encouraged by their growing appreciation of education, whether Americans, Germans, Swedes or Irish. In England the various labor organizations earnestly advocate compulsory education. The opposition comes from the comparatively few land-holders, the politicians and large farmers. In Glasgow, where the coercive regime is in full vigor, but fifty-one penalties have been inflicted in three years. In Birmingham, where the proportion of illiteracy was far larger than in Glasgow, greater exertions have been requisite to vanquish the apathy of parents. In Scotland, education has

long been well nigh universal, while the poorer classes in England and Wales were sunk in ignorance. Under the existing law, the regulation of attendance is left to the local School Boards. Recent interviews with prominent friends of education in England and Scotland, satisfied me that public sentiment is rapidly growing in favor of making compulsion universal in its application. I could learn of no signs of reaction in any town where it had been adopted, but was assured that in the School Boards of London, Glasgow, Manchester, Birmingham, Sheffield, Leeds and many other large towns there is not now left a single opponent to this plan. Throughout Britain experience has converted many objectors to friends.

Sir Charles Reed, President of the London School Board, gave me last summer some statements which happily illustrate the good influence of compulsory education in that great metropolis. The new system went into operation in 1871. The school census then taken enumerated 574,693 children of school age, and needing elementary education. For these children only 262,259 school places were at that time provided, and there were 312,434 more children than places. Over two hundred new school houses have been provided since that date, and now the Board Schools and Voluntary Schools have accommodations for 505,323. The compulsory law has worked with little friction and marked success. As a result, there has already been a very considerable reduction in the cost of juvenile crime and pauperism. The magistrates of London and the Commissioners of Police have all borne cordial testimony to the fact that there has been a great diminution of juvenile offenses, and that every gang of young thieves known to the police has been broken up. The Superintendent of the Holloway Prison says the juvenile criminals have yearly decreased so that instead of 136 males and 21 females admitted in 1869, the numbers for the last year were only 28 males and no females. In 1871 Hon. W. E. Forster, the father of the new educational bill said to me, "In America you can have little idea of our difficulty in dealing with these myriads of street Arabs in London, who are so degraded and ignorant that they and their parents alike can appreciate neither the evils of ignorance nor the advantages of education." One of the inspect-

ors now says, "These street Arabs sit side by side with the sons of industrious citizens, and so healthful is the tone of the school that complaints are seldom heard. These schools are of the deepest interest and first importance, receiving children from indigent and neglected homes, and supplying all that perhaps they will ever obtain of moral training and cultivation in head and heart. No one can continue to visit these schools and notice the sad state of these children at the outset without observing the gradual ameliorating effects of the care bestowed upon them."

By invitation of Sir Charles Reed, I witnessed in July last, the gathering of 5,000 of these children in Crystal Palace. The spectacle of so many children seated in ascending tiers in a semi-amphitheater near the great organ was itself inspiring, and the grand choral singing, especially considering the brief period of their school attendance was excellent. Besides the 5,000 singers, there was an enormous crowd of other children and their parents, the total number, said the President of the Board, was over 30,000. The Crystal Palace Company gave free admission to the children. Tom. Hughes, the President of the Company, made a speech of cordial welcome to all, and congratulated and commended the School Board that had already accomplished so noble a work. The main speech was given by Lord Sanden, a single sentence of which indicates the moral influence already exerted by the London schools. "When we think of the future of the children before us and of the various lots in life which will become theirs, it is impossible not to be deeply affected, or to look at these children without being grateful to Sir Charles Reed and his colleagues, for bringing these children into school, who might otherwise have been left in the streets, a plague to their parents and a danger hereafter to the State." Similar facts might be given as to the good influence of compulsory education in many other cities of England, and especially in Birmingham, the head-quarters of the National Educational League,—an association embracing such men as George Dixon, M.P., and Dr. R. W. Dale,—which has been active and influential in the advocacy of educational reforms. Visiting most of the schools of this city last summer, I gained ample proofs of the good effects of obligatory instruction, as there rigidly applied.

TEACHERS' INSTITUTES.

Five County Institutes have been held during the last year, and eighteen local Institutes. The County Institutes were in Chester, May 31 to June 2, where the number of teachers and school officers present was 113; in Ridgefield, October 11 to 13, number in attendance 83; Ellington, October 18 to 20, number in attendance 85; Roxbury, November 1 to 3, number in attendance 55; Simsbury, November 15 to 17, number present 90; Jewett City, November 22 to 24, number in attendance 183. The families that have kindly entertained the teachers at their gatherings deserve the thanks of the friends of Education throughout the State. At Roxbury the attendance from out of town was lessened by a long and severe storm. The citizens of Roxbury showed great interest in the meetings, and in face of the long and violent rain filled the church to its utmost capacity. A gratifying feature of all the Institutes the last year was an unusual attendance of school officers and principals of our graded schools and professional gentlemen, especially the clergymen of different denominations. The aim of the day sessions, which occupied full six hours, has been the practical one of aiding teachers in their daily work. To this end, instructors have been employed of large and successful experience in the school room, to unfold the methods and topics which they have found most useful with their own classes. The evening sessions have been of a more popular character, and in every instance have been very fully attended and often uncomfortably crowded.

In connection with the local Institutes, it is customary to visit the schools of the place in the morning and observe their methods and characteristics in order to secure adaptation to local exigencies in the public meetings. In the afternoon, all the schools of the town being dismissed, the teachers, older pupils and friends of education, hold a session of some two or three hours and nearly two hours in the evening. Teachers and school officers are invited to ask questions and suggest the points of difficulty which come under their observation.

In these meetings I am usually assisted by an experienced

teacher who has made a specialty of the school study which may most need to be illustrated. These local meetings involve little expense but much labor. It would be far easier to attempt the work by wholesale only at County Institutes, as has been too generally the practice. But thus you reach fewer pupils and parents, secure less adaptation to peculiar local exigencies, fail to harmonize district difficulties or stimulate public sentiment and secure the intelligent coöperation of parents with the new plans of the teacher—for the best methods in school are neutralized when they meet prejudice or opposition in the home. During the last year special prominence has been given in these meetings to map drawing, a subject admirably taught by the graduates of our Normal School, and in Hartford, New Haven and some other places. But in the rural districts, map-drawing *from memory* has been hitherto little practiced. Not understanding it, the teachers had little faith in the practicability of training themselves or their pupils in this important art. Parents, pupils and teachers alike, failed to appreciate its importance.

The greatest improvement in teaching geography during the last twenty-five years, is unquestionably that of drawing maps from memory. Wherever this plan has been once tried, the old and comparatively useless plan of copying maps has been abandoned. Confident that this memory-drawing is not only the quickest and best way to fix forever the geographical outlines in mind, but the most useful in forming habits of accurate observation and cultivating the memory, especially in relation to form, I am trying to disseminate such practical instructions that no pupil need be deprived of the great advantages of this improved method. It would be a great gain to the State if the teacher of this art in the Normal School could illustrate her admirable method in every town in Connecticut, that parents and pupils, as well as teachers, might appreciate its importance; but her duties in the school, as well as those of the other Normal instructors, are so absorbing as to allow little time for outside work. The schools as a whole and in each department of study, always answer to the local public sentiment, and the happiest results are reached only where parents heartily coöperate with teachers in the introduction of needed improvements.

On this subject I learned a valuable lesson in visiting some of the rural schools of New Jersey. The teaching of map-drawing from memory seems now to be well-nigh universal in that State. In this branch their schools surpassed those of any other State at the Centennial Exposition. Ninety-five per cent. of the schools of New Jersey were represented in her exhibit—a far larger percentage than that of any other State. As this achievement was due to the methods which Superintendent Apgar has been for years illustrating to the teachers of that State, I have deemed it fortunate that his services could be secured in so many gatherings of the parents, pupils and teachers of Connecticut. The results of this effort are already manifest, and great interest has been expressed by parents as well as teachers.

The objection heard at first that map-drawing would take too much time of the pupil in learning and of the teacher at recitation, is unfounded. It is the easiest method of learning maps for the scholar. In no other way can the teacher so well test the scholar's fidelity in studying his map as by requiring him to reproduce it on the black board. Two or three minutes will usually suffice to test his map preparation. In these meetings I have often requested Professor Apgar to draw rapidly on the black board a map of Connecticut on a large scale, when he would give the boundary line between Connecticut and New York, Massachusetts and Rhode Island and the coast line along the Sound, with its various indentations, mark the Thames and its branches, the Connecticut, Naugatuck and Housatonic rivers, the capital and the cities and the Litchfield County mountain ranges, and finish the whole in from thirty-one to forty-three seconds. Beginning early, children can be taught to work as rapidly, and, I ask, with every recitation in Geography, how can thirty or even sixty seconds be better used than in reproducing the map which the pupil has that day learned? With all classes in Geography I earnestly commend this method—so simple and easily mastered by every teacher and scholar for general adoption throughout the State.

STATE TEACHERS' ASSOCIATION.

The State Association held in Hartford, October 25–27, was largely attended and was a meeting of unusual interest. While all the papers read are worthy of printing, space permits the publication of but two, the terse and felicitous speech of Governor Hubbard and the unique address of F. W. Gunn. Teachers fail oftener in government than in instruction. "The Gunnery" at Washington has long been celebrated for the tact and skill shown in the management of boys, and one secret of this success is found in the fact that the principal wins the confidence and sympathy of his boys.

GOVERNOR'S ADDRESS.

A great modern thinker has said that to open a common school is to close a common jail. I do not know that this is literally true, but the saying certainly contains a great truth. For myself, I value so highly the institutions of popular education in this State, that I would think myself unmindful of duty and of a great public interest, if I had absented myself from this convention of teachers. I am not here, however, to give instructions in the art of teaching—in this I am not an expert—but simply to express my estimate of the value of that art, and to magnify, if I may be able in some small degree to do it, the profession of a teacher.

The greater part of the world's history may be summed up in saying that it has been a war of aggression by those who have, against those who have not, by the thinking few against the unthinking many, and that the latter have been made the servants of the former—often their beasts of burden, and far too often victims and food for gunpowder. Does any one think me a pessimist? Why, in this year of grace, at this very moment, a half million or more of Russians and a half million or less of Turks, torn from their fields and firesides, are standing over against each other in the provinces of the Danube and on the borders of the Black Sea, in all the infernal savageries of war. And why? simply because a single man in St. Petersburg calling himself Emperor, and

another in Constantinople calling himself Grand Sultan, have fallen into a difference with each other, which two honest New England farmers would hardly have been willing to make the subject of a law-suit. I might supply a multitude of illustrations, but I have no need to do it. I throw out the thought as a mere background for the suggestion I am next to make. The world, or some parts of it at least, has been making some progress in the last century. Some democratic thinkers have arisen in modern times from the ranks of the people, and have set the people themselves to thinking, and the best democratic thinking of the age has reached the conclusion, that civil society exists for the greatest good of the greatest number, and not for the profit of the few, and that the only way of preventing the tremendous engineries of civil government from being turned by the few to the oppression and impoverishment of the many, is to educate the many, and thus give them a knowledge of their rights, their right to themselves and to the fruits of their own labors, a capacity of self-government, and an appetite for liberty regulated by law.

It was in 1818, after the first Napoleon had shaken, as with an earthquake, all the thrones of Europe in the style of those old-fashioned bruisers, Alexander, Julius Cæsar, Frederick the Great, and Charles the Twelfth, and when this greatest of the world's soldiers had been caged in St. Helena and was fretting in his cage, that one of these democratic thinkers, Henry Brougham, speaking of the force that was thenceforth to govern men, declared, in the British Commons, that "the schoolmaster was abroad." So I may say, to-night, the schoolmaster is abroad in Connecticut, and I am here to greet him. I greet him as that humble and almost unobserved force which works in the foundations of society for its upbuilding and strengthening, as the silent forces of nature work in the laboratory of the soil amid its mysterious chemistries, and give to the earth its green verdure and leafy forests and yellow harvests. So you are at work amid the formative and springing growth of mind, in the laboratories of popular education, in the common school, that greatest institution of modern civilization which moulds and fashions the character

of the citizen and so determines the rank and dignity of the commonwealth—an institution out of which have come the leaders of the nation, those two great popular tribunes Patrick Henry and Henry Clay—where shall we find greater? Those two illustrious chief magistrates of the republic, George Washington and Abraham Lincoln—where shall we find their equals? and I may also add, lest woman's rights should be forgotten in this gracious presence—those two great literary artists, the accomplished author of *Uncle Tom's Cabin*, the modest Wilberforce of her sex, or, per contra, her more heroic sister of Massachusetts, Gail Hamilton, who has just thrown her handful of ashes over the politicians as Moses threw his handful over the Egyptians, and has smitten all the civil service reformers with boils and blains, grievous boils and blains, such as there were none like unto them before, neither shall be hereafter.

It is from the doors of the common school, then, and from your hands and tutelage, that the leading men and women of the Republic proceed; and I say this to magnify your vocation, because that vocation is grossly undervalued. The office which I happen to fill, or, if it will please some of my critics better—which I happen to occupy, is, in actual influence and in the real utilities of the service rendered, as nothing in comparison of yours.

A man puts out his dog or his horse to be broken; he goes from time to time to witness the skill of the trainer and the progress made by the animal; is willing to pay liberally for the training of his dumb brute; but his children he puts out to a teacher paid by the State, rarely, if ever, visits the school, and in nine cases out of ten is not personally acquainted with the teacher, unless, indeed, he boards around the district like a common tramp. Why should this be?

The painter, the sculptor and the architect are honored in the world. They are called artists. Their work is dignified by the name of fine arts. The teacher, on the other hand, is called a pedagogue. Are there no artists amongst men, except those who stain canvas and chisel marble, and design structures in wood and stone and stucco. Are these the best representatives of creative art? I tell you, nay.

The whole world consents to honor, with an almost boundless homage,

> The hand that rounded Peter's dome,
> And groined the aisles of Christian Rome.

But is there not an architecture nobler than that of Michael Angelo—the architecture of youthful education? I tell you there are humble builders who build in better forms and to better uses, not with the trowel, but with a better instrument, the class-book; not in mortar and pigments, but in human intelligence.

And these builders are the 2,600 teachers scattered through the towns and villages of the State, who have every year in their training 120,000 of the youth of the State, and on whose work is to depend the prosperity, perhaps the continuance, of the commonwealth in coming generations.

And so I close, as I began, by paying my respects to the teachers of the State. As chief magistrate of the State I bid them God speed in their noble work and honor in their calling.

CONFIDENCE BETWEEN BOYS AND TEACHERS.

By F. W. Gunn.

This confidence ought to be like that between boys and a wise father. The teacher must often stand in the place of parent, as in the case of orphans, and those who are far from their homes. I say *wise* father, for who does not know that many children have parents so *unwise* that their lot is worse than that of orphans? That firmness, that discretion, that patience, that love which the happiest child enjoys, but which so many fail to meet elsewhere, these we must afford to all, or else we fail to fulfill our mission. Confidence in the child's heart is not so much a matter of reasoning as of instinct; it should not be a thing of growth; but of spontaneous impulse. The child should look into his teacher's face and find his heart's-home there.

How shall confidence be inspired? By what subtle art, by what study and discipline, from what books, by listening to whose lectures, in what Normal School shall the young teacher prepare himself to enter into the generous confidence of the

good, and the more guarded, often suspicious, but at last self-surrendering trust of the evil?

There can be but one answer to this question. There is but one way. We must be *worthy* of this confidence, for it can repose only on realities. A generous boy-heart may rest on a heart as generous, and on nothing else. You are mean, selfish, stingy, perhaps. You attempt to control a school of boys. But the boys have found you out; they have a nickname ready for you. Or you are sour, unloving, even unkind; do not dare to ask the loving trust of young hearts. My friend, if you aspire to teach and train the young, first set your own heart to school; learn the great lesson of reality; be yourself that which you would train your boys to be.

I suppose a very mean person may teach little ones successfully many things which they ought to learn—the alphabet, the multiplication table, etc. But his efforts cannot go far; soon his pupils are stunted in some element of symmetric growth. There is an unconscious influence, a mysterious, silent emanation going out from the personality of every teacher which is one of the strong forces of nature. Silent as the force of gravity, more powerful than the will of man, this influence works like the unnoticed electricity of the atmosphere, and makes it certain that every teacher will actually teach that which he is. How, for example, can a narrow, selfish, pinched up man, make good readers of a class of boys? The noble sentiments of poets and philosophers are nought to him. His intellect cannot receive; his soul cannot contain them; his cold lips cannot give expression to the voice of love, of heroism, of tender pity and generous grief. If you would teach children to read the grand periods of Milton, you must, in the act, *be* a Milton yourself. Therefore, I say, *if* you would enjoy the loving confidence of noble boys, you must, first of all, make yourself *worthy* of that confidence. Let your own conscience serve as examining committee, and enter the school room only with a first class certificate.

My fellow-teachers, far be it from me to judge how many of us can safely abide this test. With humble head I must confess that though spending my life in teaching the young, and receiving all along many tokens of that loving confidence of

which I speak, yet I tremble every term lest I be condemned as unworthy of the confidence I do enjoy.

I remark again, to influence the young get near them. Here, as in the world of physics, the force of attraction varies inversely as the square of the distance. Often the feeble, the inferior in capacity, in attainments, exert a greater influence than their superiors, because they get nearer the object to be moved. You propose to act on a child's heart which is set on quite sublunary things; and you, a true student of Nature, have your head among the stars. Perhaps you feel your own importance in the universe of worlds; and, looking aloft and studying high themes, you fail to notice and to understand the little urchin at your feet. Or, if you understand, you cannot condescend to get upon your knees to teach him. Your younger brother, who is still half boy, and not yet through college, has won the hearts of half the school in a day, while you have reached only a dozen in a month. Why stand upon your dignity? You have these characters to mold and shape into the fashion of a divine manhood; follow the example of Paul, who made himself all things to all men: and of Jesus, who took upon him the form of a servant. To get into a boy's heart, you must first get the boy-heart into you, then bring him up with you into the thoughts and feelings of a man.

I am convinced that there is an immense amount of soul-power lost, because teachers hold themselves aloof and above their flocks. "Aim high" is a good motto when you turn your telescope upon the stars; but Gen. Putnam's order, "Aim at their waistbands," is often more practical. For one, I am not ashamed to have been and to be a boy among boys. And here comes in some consideration of Boys' Rights. We have secured, in some good degree, the rights of the slave. We are laboring, not without hope, for the right of woman to the vote—when she wishes it; but how few, even of the teachers of the land, ever make any ado about "The Rights of Boys?" We provide schools for their intellectual training, and urge them to fidelity in their studies, stimulating their ambition by appliances that are, to say the least, of somewhat doubtful propriety; but what school has fitly provided for the amusement of its pupils?

gospel, and, so far as accepted, blunts the moral sense of its victim, makes him the slave of the worst elements in a school, and mars and destroys that sympathetic, generous, loving confidence which must always exist between ingenuous youth and a teacher whom they love. I am persuaded that a false principle and a fatally injurious practice prevail in many schools upon this point. Teachers are afraid to consult their scholars; boys are afraid to inform their teachers of the wrongs that exist and from which they are destined to suffer by a secret but swift contamination. The conscientious child, very likely one of the weakest in physical strength, comes to tell you that a certain one, older and smarter than himself, is a bully, and is every day exercising his tyranny over the small boys. He wants to tell you in confidence, for he is afraid of the bully's vengeance. Moreover, the other boys, for whom more than for himself he speaks, will regard him as a telltale and stigmatize him with one of those opprobrious epithets which their vocabulary, rich in epithets, furnishes for the occasion. What will you do? Tell the little fellow to go away and bear it? Will you hear him in confidence, keep his secret, and thus make him a spy? Will you go through life skulking and hiding, and spying yourself? No! fold the little fellow in your arms; let him stand up before the school sure of your protection; make the charge boldly, and thus become the champion of his mates. There is a right and a wrong in this matter. Where is it? Good government is right. Confidence between teachers and their pupils is right; and this monstrous doctrine that it is mean for a virtuous boy to complain against a vicious boy is wrong. What is the duty of a good citizen in similar cases in life? I insist upon it that boys shall be trained up to be good citizens; brave to grapple with wrong doers and bring them to justice; and they shall not, while young, be trained to be the secret slaves of evil doers. For, see, if a boy of pure heart keeps a guilty secret once, he will again and again. He finds no good occasion to revolt—he grows familiar with the sin—he learns to love at last and to practice it himself.

But men say, "Will boys thus conscientiously bear witness against their mates? Will you not have a school of talebearers?" The answer will depend upon the teacher. A

friend of mine, a teacher, and, at the same time, a preacher of the Gospel, went to ask advice of another—a Doctor of Divinity, who was also a teacher—how to manage his school so as to make it grow in numbers and in excellence. After a long interview, the Doctor, with impressive voice and gesture, gave my friend this parting advice: "Remember, Sir, every boy is a born devil!" If that declaration is true, or even if you believe it to be true, it is altogether probable that no boy will come to you with any complaint. But if, on the contrary, you find boys, as a general thing, true-hearted, lovable and loving; if you find the evil still so full of good traits that your heart will not give them up, then such confidence will spring up between you that, in all fidelity, you will be one. A school of talebearers? No! the talebearer cannot live among you. He will not dare to approach you. You will know the sneak afar off, and he will run and hide himself. You must pardon me if I allude to my own experience. As I write there rise up before me in visions of memory, dear little ones, the living, and, alas, the dead, who stood up boldly before the school and manfully bore their willing and eager testimony against some big sinners—not with any trembling—with no shadow of reluctance, but calmly and cheerfully as the proper thing for them to do. Did I protect them? Never! I only asked the judgment of the school. "As many of you as feel in your hearts that little Dick has acted *nobly*, and will defend him against all harm, will rise?" It is astonishing how tall boys will suddenly become on such an invitation. You need never trouble yourselves about the safety and happiness of the little fellows who confide in you, if only you deserve their confidence.

My fellow-teachers, if you were required to repeat the most momentous statement ever expressed in human language, you need to utter but three words—"God is Love." On this simple but sublime declaration hangs the Christian religion, and whatever is of value in all the religions of the world. Love is the genial, all-pervading atmosphere which we must breathe, if we would hope to do our duty in our chosen sphere. I have in my mind an ideal of a school. (You will pardon me—I was asked to speak of confidence between *boys* and their teacher—but, properly speaking, an *ideal* school should be composed

a few elementary branches, the rudiments of an education at least, shall be taught to all the children of the State.

Now, what I urge is this: That along with mere instruction, and as the best way to thoroughly administer the laws of order, there shall be not merely didactic teaching of these laws, but such discipline and drill and training in their exercise and application as shall send the youth up to the polls accustomed to the practice of judging and deciding upon the questions that arise, thoroughly educated out of that lazy, stupid habit of non-commitalism, which is one of the worst hindrances to the execution of the laws, and often in the individual is an utter negation of all manhood. To this end let teachers not only have confidence in their pupils, but in a large sense depend upon them. Why are not your illegal grogshops closed? You say, "Public sentiment will not sustain a prosecution." My friends, it is not the fault of an impersonal public sentiment, it is the moral cowardice or lazy non-commitalism of the average citizens who ought to control and inspire, and, upon occasion, exasperate public sentiment to act. Boys are easily impressed. Before they harden into men like ourselves, let teachers see to it that they are thoroughly drilled into the exercise of moral judgment and courageous action in the little world of the school. So shall they do us honor by their manly action in the State.

Such, my fellow-teachers, are some of my thoughts upon the topic—"Confidence between Boys and Teachers." They have grown up in my mind in accordance with my practice, rather than as the leading cause of that practice. I mean to say, that I did not adopt them as theory and then proceed to carry them out in practice, but that having no theory I have but described the customs that have grown up under the motives and influences that arose from day to day. I am told they are peculiar. Whether peculiar or not is a question of no consequence. But are they just? Are they wise? Judge ye.

CHANGES IN SCHOOL LAWS.

Many bills for new school laws come annually before the Legislature. Those who complain of the changes actually made may find some consolation in the multitude of rejected bills. Difficulties which are merely local cannot well be remedied by general legislation. A law which would give relief in one district might create more trouble in many others. In one town dissatisfaction arose because a School Visitor was employed as teacher. Hence a bill is prepared which makes a teacher ineligible as School Visitor. This disfranchisement of teachers would be widely regarded as a hardship not to themselves so much as to the towns which they have ably served, for our best teachers have proved most faithful and efficient School Visitors. Their own schools are often kept on Saturdays that they may devote Mondays to visiting others—a work for which their daily duties specially qualify them. The excuse for legally disqualifying such worthy candidates for the office is local and trivial.

It is often proposed to define by law exactly what are "the incidental expenses of a school which towns must pay." As no uniform rule can be adopted here the law is wisely indefinite, leaving details to be decided by local officers according to the varying conditions of towns and districts, and in accordance with the spirit of Connecticut institutions, which in all our history has jealously guarded personal rights and local autonomy. In some small districts no expense is incurred for the care of the school room, the scholars and teacher each in his turn voluntarily sharing the labor; in others a pupil receives a small compensation for this service, while in graded schools a janitor is properly employed. These minor points may be safely left to the unwritten statutes which the good sense of the people enacts. School laws concern the whole people as no others do, for they bear upon all classes as citizens, tax-payers, voters, parents, children, school officers or teachers. No other statutes are so universal in their application—none so sure to be practically tested and criticised by all classes, and hence the annual avalanche of new measures proposed. Mem-

bers of the Legislature who shrink from discussing questions of banking, insurance, the judiciary and the like, feel at home on school matters. It is however a gratifying fact that since the last revision of the statutes, comparatively few changes have been made in the school laws. All the modifications made at the suggestion of the Board of Education have stood the test of time. Their judgment however favors permanence and is adverse to frequent changes in the statutes.

A thorough revision of all school laws has been urged on the ground of their alleged obscurity. But no other class of laws of general application are less obscure or give so little occasion for litigation. School questions are seldom before our courts. Laws on contracts, corporations, estates and succession of property concern comparatively few, yet lawyers are constantly consulted upon them and keep posted in their interpretation. Says an eminent Connecticut lawyer—"Considering the wide application of our school laws, it is a remarkable fact that school questions are seldom brought to lawyers for legal opinions. My observation and experience do not justify the impression that our school laws are specially obscure."

If formerly large sums were expended on school controversies, such questions now are exceedingly rare in our courts. The invitation given some years ago to consult the Secretary of the Board of Education on these law questions as they first arise in the several towns has been widely accepted, and such letters are very numerous. If the questions are new or difficult, the legal members of the Board, whose opinions have always been given gratuitously, are consulted. The opinions thus furnished have greatly lessened litigation and prevented the strifes and alienations likely to be engendered by lawsuits.

STATE UNIFORMITY OF TEXT-BOOKS.

The proposition for State uniformity of text-books promises to be perennial. To some it seems the sure panacea for all the confusion involved by the multiplicity of different text-books on the same subjects, for too frequent changes of books, for the high prices of the books used, and for the necessity of new

books for children moving from one town to another. These evils are obvious, but the experience of all the States which have tried the experiment of enforced uniformity has proved that this remedy is worse than the disease. Wherever it has been fairly tried, this law has been repealed. Vermont, for example, will not be likely to try again the experiment which, however profitable to certain publishers, proved costly to the State and prolific in litigation and alienation. No State School Superintendent, within my knowledge, now favors coërcion in this matter. Our Legislative Committee on Education, after carefully examining a similar bill four years ago, estimated that to produce uniformity, eight-ninths of the children must have new books, which would cost the children or the State not less than a quarter of a million of dollars, even estimating the books at half price for introduction. As this would be a severe tax upon parents, the Committee recommended, in case the proposed bill passed, that at the outset an appropriation of $250,000 be made from the State Treasury to defray the expense of the first supply of books in place of those already in use.

No doubt text-books are too often changed. When questioned as to the best text-books in the different studies, my usual answer is, a thoroughly competent teacher. Neither publicly nor privately have I recommended the adoption of any rival series, and in no instance, in any town, has a change of text-books been made at my suggestion. When there are so many books of great excellence, it is not easy to decide which are the best. The essential thing is, the trained and skillful teacher. The particular book used is a minor matter, and of course frequent changes are undesirable. The plausible pleas that the old books which have been in use six or eight years are all "familiar," "learned by heart," "contain nothing new for the children," "can awaken no fresh interest," are all vicious, for just as soon as a scholar or a class has mastered any one book, another and higher study claims attention. The fact that a book has been long used in a school makes it none the less fresh to the novice as he begins its pages. Rapidly as he can progress, he is advancing in books just as new to him as if other classes had not studied the same pages. I have often de-

nounced the use of so many serial books on each school study. It is a waste of time and money for children to wade through five or six serial Arithmetics, four Geographies and three Grammars. To learn the same things in so many "progressive" forms involves not only waste of time but confusion of ideas. In reading, which is by far the most important study in our Primary Schools, there is an obvious necessity for a full series of books. Let pupils give far more time to reading and spelling, to object lessons and Natural History, to counting and rapid arithmetical combinations, instead of toiling through the Primary, Introductory, Intermediate, Common School and High School Serials, whether Arithmetic, Geography or Grammar.

HON. JAMES C. LOOMIS.

For the first time since its organization, a vacancy has been caused in the Board of Education by death. Hon. James C. Loomis died on the sixteenth of September last at the age of seventy years. He graduated at Yale College with honor in 1828, in the same class with Judge William Strong of the United States Supreme Court, Ex-Governor Hoppin and others, who have distinguished themselves. He early gained eminence and success as a lawyer, and by reason of his industry, ability and unswerving integrity was recognized both by the Bench and the Bar as an ornament and example to his profession. Though not an office-seeker, he filled many positions of honor and responsibility, having been City Attorney and Mayor of Bridgeport, Representative and Senator in the State Legislature, and, while holding the latter position, ex-officio member of the Corporation of Yale College. He was President of the Bridgeport Library Association for many years, and of the Mountain Grove Cemetery Association from its first organization. Here where his taste and liberality had done so much to adorn the grounds his remains fittingly repose.

He did more than any other one to inaugurate the new and improved system of schools of Bridgeport, and was unanimously chosen President of their newly elected Board of Education in April, 1876. He reluctantly accepted the position,

with the express understanding that he should resign as soon as the new system came into working order. He became, however, so thoroughly interested in the great work progressing there that he abandoned his plan of resignation. No School Visitor in Connecticut, within my knowledge, has annually devoted so much time and thought and heart to the visiting and improvement of schools, and that without any compensation, as did our lamented friend from the time of his election.

When a vacancy on the State Board of Education occurred in the Fourth District last winter his name was at once suggested from various independent sources as the fittest man for the place, and a member of the Committee on Education was appointed to confer with him and procure, if possible, his consent to serve. With the life-long habit of taking no place as a sinecure he promptly inquired into the plans of the Board and the condition of the Normal School and the work of the Secretary. As one of the first projectors of the Sea Side Park, and as the Park Commissioner, most zealous and influential in its early improvement, he was fully prepared to appreciate and encourage the work of rural adornment carried on under the auspices of the State Board of Education. He gave much thought to the perfecting of a plan for the "Loomis Institute," an institution of learning to be located at the old homestead in his native town of Windsor—the very grounds where his ancestors first settled, and which for successive generations have continued in the possession of the Loomis family. The charter was drawn up by him and was granted by the Legislature at his request. To this Institution he bequeathed the greater portion of his ample fortune. When the proposed legacies of the other members of the family are received, the Loomis Institute will begin its beneficent work with a larger endowment than any College or Academy in New England had at the outset.

It was my privilege to spend several days in visiting the schools of Bridgeport with Mr. Loomis. The cordial and respectful greetings of the children as well as teachers showed how generally he had won their hearts by his fatherly interest in their progress and success. It was with profound sorrow

that on the day of my return from Europe, I received the sad tidings of his death, and it was with a deep sense both of a great public loss and of personal bereavement, that three days later I followed his remains to the cemetery which he had done so much to beautify.

SCHOOL AGE.

In accordance with the recommendation of the Board of Education in reference to the earliest age at which school attendance shall be allowed, the following modification of the law has been proposed in the Legislature. "The Board of School Visitors of any town, or of any district organized according to section four, chapter three, title eleven of the General Statutes, may exclude from any school or schools under their supervision all children under five years of age, whenever in their judgment the interests of such school or schools will be thereby promoted."

So far as relates to the *earliest* age of admission to school in this country, the age of enumeration and "the school age" are usually the same. Only five other states, namely Maine, New Hampshire, Florida, Wisconsin and Oregon enumerate children of only four years of age, eighteen States begin the enumeration at five years of age and fourteen at six years of age, thirty-two States beginning at five or six years of age. In comparing our percentage of attendance with that of other states as given in the United States Educational Reports, Connecticut suffers because our enumeration embraces some twelve thousand children who are regarded by judicious parents as too young to attend school. In the recent enumeration of children in Bridgeport, inquiries were made in regard to the attendance of every child enumerated or the reasons of detention from school in case of non-attendance. Of the whole number enumerated, (6,376) more than one-sixth (1,152) were represented by their parents or guardians as kept at home because too young to attend school. If the proportion were the same through the State, the number would be over 23,000.

There may be some exceptional cases in small district schools where a child under five attended by an older brother or sister

may safely be admitted to school, there being as often happens but one or two of that tender age in the school. But in large districts and graded schools thirty to forty or fifty such restless little younglings in one room make the task as difficult for the teacher as it is unprofitable for the children, unless the appliances and methods of the Kindergarten are adopted. It will be a great and needed relief to school boards in our cities and many other large districts to have the legal authority to exclude these premature candidates from school. It is certainly safe to leave this matter to their discretion.

To the question often asked, "Can children over sixteen years of age legally attend school?" it is sufficient answer to say that according to the common usage in Connecticut, children over sixteen years have always attended our schools. The school law provides that the public schools shall be open to *all* children over four years of age residing in the respective districts. Nearly five thousand over sixteen were registered last year. It is an important gain that there was an increase of four hundred and forty in this direction last year. These older pupils are always welcome. I have never known of the exclusion of a pupil on account of his being too old. The danger is all the other way. Too many "finish their education," when that great work ought to be regarded as just begun. This premature graduation proves to many an injury lasting as life, closing for them many practical studies which are indispensable to a complete common school education.

THE NORMAL SCHOOL.

The Normal School has never within my knowledge been doing so thorough and strictly professional work as at the present. The friends of education throughout the State are cordially invited to visit the school and witness its methods and daily operations. It has been my privilege to persuade many to attend this school, and I have never found one who after completing the course was not grateful for this advice. The school is appreciated by none so highly as by those who know its advantages from experience. Young candidates for

about equally of boys and girls). I have no time for the picture—a few traits must suffice. The school is situated in the country, or, if in the city, the generous city fathers have afforded it liberal space with trees and flowers—ample play grounds kept scrupulously neat by the boys themselves. The buildings are not only commodious but picturesque and attractive. The teachers are large hearted and loving, and absolutely free from dyspepsia or any morbid tendency. A morbid teacher will communicate his favorite distemper to his whole school in one term. The boys are from all classes in society, and of all degrees of goodness—and also of many degrees of badness—just as they have always been from the time of that little kindergarten outside the city limits of Eden. You enter—the atmosphere is warm and genial. Love and confidence shine in every face, breathe from every lip. There is fun and frolic in every eye you catch. A martinet in education would probably consider it a scene of confusion and disorder. He would first convert the boys into little machines, receiving their motions from one large wheel, himself. But in this school of which I dream, there is coöperation, there is helpfulness, and, so far as the laws of Nature will permit, equality. All moves on in harmony and peace. Offences come, of course. The teacher becomes impatient, sometimes unjust; but when he sees his error, by true repentance and self-humiliation, by hearty confession and apology, he heals the wounded confidence and makes it firmer than before. Some boys are disobedient or neglectful of duty; but they are soon found sitting, clothed and in their right mind, by the teacher's side. Now, into this little Paradise comes a serpent, one of those boys wise in wickedness above their years, who pass from school to school, polluting all. He reveals himself to one and another, and pledges them to secrecy. To the teacher he is fair and plausible, and with an air of freedom which a magnanimous teacher loves to meet. How sure is the new comer to diffuse his poison unobserved. But no—some boy of more sensitive conscience perceives the venom. He warns his associates; he confers with his teacher; he arouses an opposition to the evil. A dozen youthful wits are set to work, not to entrap. not to punish, but to prevent mischief—to reform if possible—at least to guard the unsus-

pecting from the threatened danger. A hundred secret, silent influences are brought to bear upon the evil one. He is surrounded by the strongest moral forces these boys know how to wield. All the strategy of moral influence is called into exercise. Some by tender sympathy, some by strong rebuke and threats, some by avoidance—all arts are tried. The rebel, who has spurned the discipline of a dozen teachers, cannot withstand this ubiquitous and multitudinous attack. He yields, repents, and joins the little army of his captors and becomes a faithful pupil ever after—in the ideal school.

But have you found, do you know such a school? My friends, I am compelled sadly to answer, No! I have never seen it, only dreamed of it. It would be a safe place. Oh! how safe a retreat for many a lovely boy of feeble will? If such confidence between teacher and scholars could prevail in any school, how soon would it be filled with sons of widows endowed with little power of control—of active business men too much absorbed in money-making to pay much attention to the one duty which God laid upon them when he gave them sons. I have never found such a school. I do not expect to find it; but is it not a pleasant thing to dream of? Is it not in some measure possible? Is it not to be found, if ever, in the line of our daily work? Is not the virtue inspired in the boy's own heart more likely to live and bear fruit than that which is implanted there by sovereign authority, and nurtured only on didactic precepts and rules strictly enforced? Absolute confidence between boys and teachers is essential to the realization of any such dream. Our government is a democratic Republic. The people are the source of power—from them are to come the administrators of affairs. We have schools, public and private, to prepare the young to take their fit places in the State. The certain and safe ground on which our State establishment of schools can be defended, is the absolute necessity of education to the safety of the State. Standing on this ground we can justly and wisely make some salutary measure of education compulsory upon all the children of the State. The man of wealth who refuses or grumblingly and under protest consents to pay his school tax, deserves to be cast out and to gnash his teeth in utter darkness. We are all agreed that

a few elementary branches, the rudiments of an education at least, shall be taught to all the children of the State.

Now, what I urge is this: That along with mere instruction, and as the best way to thoroughly administer the laws of order, there shall be not merely didactic teaching of these laws, but such discipline and drill and training in their exercise and application as shall send the youth up to the polls accustomed to the practice of judging and deciding upon the questions that arise, thoroughly educated out of that lazy, stupid habit of non-commitalism, which is one of the worst hindrances to the execution of the laws, and often in the individual is an utter negation of all manhood. To this end let teachers not only have confidence in their pupils, but in a large sense depend upon them. Why are not your illegal grogshops closed? You say, "Public sentiment will not sustain a prosecution." My friends, it is not the fault of an impersonal public sentiment, it is the moral cowardice or lazy non-commitalism of the average citizens who ought to control and inspire, and, upon occasion, exasperate public sentiment to act. Boys are easily impressed. Before they harden into men like ourselves, let teachers see to it that they are thoroughly drilled into the exercise of moral judgment and courageous action in the little world of the school. So shall they do us honor by their manly action in the State.

Such, my fellow-teachers, are some of my thoughts upon the topic—"Confidence between Boys and Teachers." They have grown up in my mind in accordance with my practice, rather than as the leading cause of that practice. I mean to say, that I did not adopt them as theory and then proceed to carry them out in practice, but that having no theory I have but described the customs that have grown up under the motives and influences that arose from day to day. I am told they are peculiar. Whether peculiar or not is a question of no consequence. But are they just? Are they wise? Judge ye.

CHANGES IN SCHOOL LAWS.

Many bills for new school laws come annually before the Legislature. Those who complain of the changes actually made may find some consolation in the multitude of rejected bills. Difficulties which are merely local cannot well be remedied by general legislation. A law which would give relief in one district might create more trouble in many others. In one town dissatisfaction arose because a School Visitor was employed as teacher. Hence a bill is prepared which makes a teacher ineligible as School Visitor. This disfranchisement of teachers would be widely regarded as a hardship not to themselves so much as to the towns which they have ably served, for our best teachers have proved most faithful and efficient School Visitors. Their own schools are often kept on Saturdays that they may devote Mondays to visiting others—a work for which their daily duties specially qualify them. The excuse for legally disqualifying such worthy candidates for the office is local and trivial.

It is often proposed to define by law exactly what are "the incidental expenses of a school which towns must pay." As no uniform rule can be adopted here the law is wisely indefinite, leaving details to be decided by local officers according to the varying conditions of towns and districts, and in accordance with the spirit of Connecticut institutions, which in all our history has jealously guarded personal rights and local autonomy. In some small districts no expense is incurred for the care of the school room, the scholars and teacher each in his turn voluntarily sharing the labor; in others a pupil receives a small compensation for this service, while in graded schools a janitor is properly employed. These minor points may be safely left to the unwritten statutes which the good sense of the people enacts. School laws concern the whole people as no others do, for they bear upon all classes as citizens, tax-payers, voters, parents, children, school officers or teachers. No other statutes are so universal in their application—none so sure to be practically tested and criticised by all classes, and hence the annual avalanche of new measures proposed. Mem-

bers of the Legislature who shrink from discussing questions of banking, insurance, the judiciary and the like, feel at home on school matters. It is however a gratifying fact that since the last revision of the statutes, comparatively few changes have been made in the school laws. All the modifications made at the suggestion of the Board of Education have stood the test of time. Their judgment however favors permanence and is adverse to frequent changes in the statutes.

A thorough revision of all school laws has been urged on the ground of their alleged obscurity. But no other class of laws of general application are less obscure or give so little occasion for litigation. School questions are seldom before our courts. Laws on contracts, corporations, estates and succession of property concern comparatively few, yet lawyers are constantly consulted upon them and keep posted in their interpretation. Says an eminent Connecticut lawyer—"Considering the wide application of our school laws, it is a remarkable fact that school questions are seldom brought to lawyers for legal opinions. My observation and experience do not justify the impression that our school laws are specially obscure."

If formerly large sums were expended on school controversies, such questions now are exceedingly rare in our courts. The invitation given some years ago to consult the Secretary of the Board of Education on these law questions as they first arise in the several towns has been widely accepted, and such letters are very numerous. If the questions are new or difficult, the legal members of the Board, whose opinions have always been given gratuitously, are consulted. The opinions thus furnished have greatly lessened litigation and prevented the strifes and alienations likely to be engendered by lawsuits.

STATE UNIFORMITY OF TEXT-BOOKS.

The proposition for State uniformity of text-books promises to be perennial. To some it seems the sure panacea for all the confusion involved by the multiplicity of different text-books on the same subjects, for too frequent changes of books, for the high prices of the books used, and for the necessity of new

books for children moving from one town to another. These evils are obvious, but the experience of all the States which have tried the experiment of enforced uniformity has proved that this remedy is worse than the disease. Wherever it has been fairly tried, this law has been repealed. Vermont, for example, will not be likely to try again the experiment which, however profitable to certain publishers, proved costly to the State and prolific in litigation and alienation. No State School Superintendent, within my knowledge, now favors coërcion in this matter. Our Legislative Committee on Education, after carefully examining a similar bill four years ago, estimated that to produce uniformity, eight-ninths of the children must have new books, which would cost the children or the State not less than a quarter of a million of dollars, even estimating the books at half price for introduction. As this would be a severe tax upon parents, the Committee recommended, in case the proposed bill passed, that at the outset an appropriation of $250,000 be made from the State Treasury to defray the expense of the first supply of books in place of those already in use.

No doubt text-books are too often changed. When questioned as to the best text-books in the different studies, my usual answer is, a thoroughly competent teacher. Neither publicly nor privately have I recommended the adoption of any rival series, and in no instance, in any town, has a change of text-books been made at my suggestion. When there are so many books of great excellence, it is not easy to decide which are the best. The essential thing is, the trained and skillful teacher. The particular book used is a minor matter, and of course frequent changes are undesirable. The plausible pleas that the old books which have been in use six or eight years are all "familiar," "learned by heart," "contain nothing new for the children," "can awaken no fresh interest," are all vicious, for just as soon as a scholar or a class has mastered any one book, another and higher study claims attention. The fact that a book has been long used in a school makes it none the less fresh to the novice as he begins its pages. Rapidly as he can progress, he is advancing in books just as new to him as if other classes had not studied the same pages. I have often de-

nounced the use of so many serial books on each school study. It is a waste of time and money for children to wade through five or six serial Arithmetics, four Geographies and three Grammars. To learn the same things in so many "progressive" forms involves not only waste of time but confusion of ideas. In reading, which is by far the most important study in our Primary Schools, there is an obvious necessity for a full series of books. Let pupils give far more time to reading and spelling, to object lessons and Natural History, to counting and rapid arithmetical combinations, instead of toiling through the Primary, Introductory, Intermediate, Common School and High School Serials, whether Arithmetic, Geography or Grammar.

HON. JAMES C. LOOMIS.

For the first time since its organization, a vacancy has been caused in the Board of Education by death. Hon. James C. Loomis died on the sixteenth of September last at the age of seventy years. He graduated at Yale College with honor in 1828, in the same class with Judge William Strong of the United States Supreme Court, Ex-Governor Hoppin and others, who have distinguished themselves. He early gained eminence and success as a lawyer, and by reason of his industry, ability and unswerving integrity was recognized both by the Bench and the Bar as an ornament and example to his profession. Though not an office-seeker, he filled many positions of honor and responsibility, having been City Attorney and Mayor of Bridgeport, Representative and Senator in the State Legislature, and, while holding the latter position, ex-officio member of the Corporation of Yale College. He was President of the Bridgeport Library Association for many years, and of the Mountain Grove Cemetery Association from its first organization. Here where his taste and liberality had done so much to adorn the grounds his remains fittingly repose.

He did more than any other one to inaugurate the new and improved system of schools of Bridgeport, and was unanimously chosen President of their newly elected Board of Education in April, 1876. He reluctantly accepted the position,

with the express understanding that he should resign as soon as the new system came into working order. He became, however, so thoroughly interested in the great work progressing there that he abandoned his plan of resignation. No School Visitor in Connecticut, within my knowledge, has annually devoted so much time and thought and heart to the visiting and improvement of schools, and that without any compensation, as did our lamented friend from the time of his election.

When a vacancy on the State Board of Education occurred in the Fourth District last winter his name was at once suggested from various independent sources as the fittest man for the place, and a member of the Committee on Education was appointed to confer with him and procure, if possible, his consent to serve. With the life-long habit of taking no place as a sinecure he promptly inquired into the plans of the Board and the condition of the Normal School and the work of the Secretary. As one of the first projectors of the Sea Side Park, and as the Park Commissioner, most zealous and influential in its early improvement, he was fully prepared to appreciate and encourage the work of rural adornment carried on under the auspices of the State Board of Education. He gave much thought to the perfecting of a plan for the "Loomis Institute," an institution of learning to be located at the old homestead in his native town of Windsor—the very grounds where his ancestors first settled, and which for successive generations have continued in the possession of the Loomis family. The charter was drawn up by him and was granted by the Legislature at his request. To this Institution he bequeathed the greater portion of his ample fortune. When the proposed legacies of the other members of the family are received, the Loomis Institute will begin its beneficent work with a larger endowment than any College or Academy in New England had at the outset.

It was my privilege to spend several days in visiting the schools of Bridgeport with Mr. Loomis. The cordial and respectful greetings of the children as well as teachers showed how generally he had won their hearts by his fatherly interest in their progress and success. It was with profound sorrow

that on the day of my return from Europe, I received the sad tidings of his death, and it was with a deep sense both of a great public loss and of personal bereavement, that three days later I followed his remains to the cemetery which he had done so much to beautify.

SCHOOL AGE.

In accordance with the recommendation of the Board of Education in reference to the earliest age at which school attendance shall be allowed, the following modification of the law has been proposed in the Legislature. "The Board of School Visitors of any town, or of any district organized according to section four, chapter three, title eleven of the General Statutes, may exclude from any school or schools under their supervision all children under five years of age, whenever in their judgment the interests of such school or schools will be thereby promoted."

So far as relates to the *earliest* age of admission to school in this country, the age of enumeration and "the school age" are usually the same. Only five other states, namely Maine, New Hampshire, Florida, Wisconsin and Oregon enumerate children of only four years of age, eighteen States begin the enumeration at five years of age and fourteen at six years of age, thirty-two States beginning at five or six years of age. In comparing our percentage of attendance with that of other states as given in the United States Educational Reports, Connecticut suffers because our enumeration embraces some twelve thousand children who are regarded by judicious parents as too young to attend school. In the recent enumeration of children in Bridgeport, inquiries were made in regard to the attendance of every child enumerated or the reasons of detention from school in case of non-attendance. Of the whole number enumerated, (6,376) more than one-sixth (1,152) were represented by their parents or guardians as kept at home because too young to attend school. If the proportion were the same through the State, the number would be over 23,000.

There may be some exceptional cases in small district schools where a child under five attended by an older brother or sister

may safely be admitted to school, there being as often happens but one or two of that tender age in the school. But in large districts and graded schools thirty to forty or fifty such restless little younglings in one room make the task as difficult for the teacher as it is unprofitable for the children, unless the appliances and methods of the Kindergarten are adopted. It will be a great and needed relief to school boards in our cities and many other large districts to have the legal authority to exclude these premature candidates from school. It is certainly safe to leave this matter to their discretion.

To the question often asked, "Can children over sixteen years of age legally attend school?" it is sufficient answer to say that according to the common usage in Connecticut, children over sixteen years have always attended our schools. The school law provides that the public schools shall be open to *all* children over four years of age residing in the respective districts. Nearly five thousand over sixteen were registered last year. It is an important gain that there was an increase of four hundred and forty in this direction last year. These older pupils are always welcome. I have never known of the exclusion of a pupil on account of his being too old. The danger is all the other way. Too many "finish their education," when that great work ought to be regarded as just begun. This premature graduation proves to many an injury lasting as life, closing for them many practical studies which are indispensable to a complete common school education.

THE NORMAL SCHOOL.

The Normal School has never within my knowledge been doing so thorough and strictly professional work as at the present. The friends of education throughout the State are cordially invited to visit the school and witness its methods and daily operations. It has been my privilege to persuade many to attend this school, and I have never found one who after completing the course was not grateful for this advice. The school is appreciated by none so highly as by those who know its advantages from experience. Young candidates for

teaching cannot afford to deny themselves the opportunities here offered. Governor Hubbard, in his last Message fitly says, "A very deserving service is rendered to the State by the teachers in our common schools, perhaps more deserving than any other. The State Normal School is recruiting their ranks at the rate of more than forty per year. This institution ought, in my judgment, to be liberally sustained."

In accordance with the recommendation of the Special Commission on State Expenditures, the following statistics of the average time employed in teaching, by the graduates of the Normal School under its present organization from the year 1870 to 1876 inclusive, are furnished by the Principal, I. N. Carleton.

Class of 1870, total number of class at graduation, nine; number of those whose subsequent history is unknown, and whose names are therefore omitted in computing the average, three; total number included in this average, six. Highest number of years of teaching possible to members of this class since graduation, $7\frac{1}{2}$; average of the actual number of years spent by members of the class in teaching since graduation, $5\frac{2}{3}$; average percentage of the possible time spent in teaching, .70.

Class of 1871, total number at graduation, twenty-four; history unknown and omitted, three; total number included in estimate, twenty-one. Highest possible number of years of teaching, $6\frac{1}{2}$; average of actual number of years of teaching, $4\frac{1}{3}$; average percentage of the possible time actually spent in teaching, .66.

Class of 1872, total number at graduation, twenty-six; history unknown, three; total number in estimate, twenty-three. Highest possible number of years of teaching, $5\frac{1}{2}$; average of actual number of years of teaching, $3\frac{2}{3}$; average percentage of possible number, .66.

First class of 1873, total number at graduation, and all included in estimate, eleven. Highest possible number of years of teaching, five; average of actual number of years teaching, 4.13; average percentage of possible number, .83.

Second class of 1873, total number at graduation, twenty-four; history unknown, two; total number included in estimate, twenty-two. Highest possible number of years of teaching, $4\frac{1}{2}$; average of actual number of years of teaching, 3.05; average percentage of possible time, .67.

First class of 1874, total number at graduation, fifteen; history unknown, three; total number included in estimate, twelve. Highest possible number of years of teaching, four; average of actual number of years of teaching, 3.08; average percentage of possible time, .77.

Second class of 1874, total number at graduation, twenty-seven; history unknown, three; total number here included, twenty-four. Highest possible number of years of teaching, 3½; average of actual number of years of teaching, 3.06; average percentage of possible time, .87.

First class of 1875, total number at graduation, twenty-two; history unknown, one; total number included in estimate, twenty-one. Highest possible number of years of teaching, three; average of actual number of years of teaching, 2.14; average percentage of possible time, .71.

Second class of 1875, total number at graduation, twenty-eight; history unknown, three; total number here included, twenty-five. Highest possible number of years of teaching, 2½; average of actual number of years of teaching, 2.3; average percentage of possible time, .92.

First class of 1876, total number at graduation, fifteen; history unknown, one; total number included in estimate, fourteen. Highest possible number of years of teaching, two; average of actual number of years of teaching, 1.5; average percentage of possible time, .75.

Second class of 1876, total number at graduation, twenty-six; (all included in estimate). Highest possible number of years of teaching, 1½; average of actual number of years of teaching, 1.14; average percentage of possible time, .76.

Recapitulation.—Total number of years of teaching possible to the several Normal Classes since graduation, from 1870 to 1876, inclusive, 45½; total averages of years actually spent by above classes in teaching since graduation, 33.38; total average percentage of possible time for all above classes within above stated period, .75.

The classes which have graduated since 1876 have entered the field so recently that any calculation of averages would involve comparison of months, rather than years; our information concerning them is too meagre to form the basis of any such

estimate; this, however, need be less regretted since the above statement covers sufficient ground to show clearly and fairly the actual work in time done by the graduates of the Normal School; which proves to have been seventy-five hundredths of the maximum time since graduation which could possibly have been devoted to teaching. There have been connected with the school for a longer or shorter time since my administration commenced, but not graduating, 549 different pupils. Adding the number of graduates 264, we have a total of 813 who have been members of the school during the last eight and one-half years. Our records of former members relate only to the graduates. Of the 264 graduates, 225 or eighty-five per cent. have taught in Connecticut.

In the Normal School every recitation is a *teaching* exercise. Each pupil must be prepared to teach the subject in hand, and put the proper question in logical order, and this too in the face of keen criticism by the class and presiding instructor. No text book being allowed either the instructor or the class, each must so thoroughly master the subject, as to have the whole in mind and be able to detect the errors or deficiencies in any answer given, or at any stage name the topic or question next in order. This method necessitates the closest attention, for each must be ready to play the critic as well as teacher, and detect any slip in language, error in statement or defect in explanation. To question aright is an important art for the teacher. The skill and ability of a lawyer is tested in nothing more than in his questioning of a witness. While one only skirmishes at the outposts, another knows how to strike straight at headquarters. In the examination of teachers, the very best test would be to set the candidate to questioning a class on any given subject and observe whether the questions point to the essential or accidental. This discipline in the art of questioning is one great advantage gained in the Normal School.

STATE AID.

The State Board of Education recommend the continuance of the State School appropriation of $1.50 per child enumerated. Although the Board took no action on this question while it was pending in the Legislature last year, at their meeting held February 20th, 1878, the Secretary was instructed to advocate the maintenance of the law on this subject as it has stood since 1872. This action was not prompted by any "outside pressure," for there was none, nor by any urgency of the Secretary. It was simply the unbiassed judgment of the Board. The experience of five years has removed objections formerly felt, and commends this measure to continued support. The entire support of schools by State taxation is not advised. Local taxation favors economy of expenditures and promotes the more general interest and coöperation of parents and all tax-payers. The statement has been made that "some towns and districts receive more funds from the public money than they spend or need and are actually laying up the unexpended surplus." By law as it has stood since 1872 each district can draw at the end of each term "a sum sufficient and *no more* than is sufficient to pay for the wages of teachers, fuel and incidental expenses." The law plainly prohibits the payment of an overplus to any district. But the objectors who "know of many cases of towns and districts gaining this surplus" do not find it convenient to give the names of such towns. To this random assertion, the following facts are sufficient reply.

The amount received by every town from the School Fund and State appropriation is $2.50 per child enumerated.

Column No. 25 in the tables on pages 130–145 shows how much each town obtained in this way. Columns 33 and 34 of the same tables give the amounts paid in each town for teachers' wages, fuel and incidentals, the kinds of expenditures which towns are required to provide for up to the limit of 30 (or 24) weeks.

On pages 158 and 159 may be found a table showing how much was raised and received from all sources for public schools in each town for each child enumerated. This includes the

money from the School Fund and State appropriation. It will be seen that the town standing at the foot of this table raised during the past school year $3.56 per child, or $1.06 more than the amount received from the State. Only five towns raised and received less than $5 per child; in other words, all the towns in the State except five raised for schools, from all sources, *at least twice as much* as they received from the State, and some of them six or seven times as much.

1	2	3	4	5	6	7
TOWNS.	Amount received from School Fund and State Appropriation.	From Town Deposit Fund.	Total from State and Town Deposit Fund.	Expended for Teachers' Wages, Fuel, and Incidentals.	Excess of Expenditures.	Per cent. of those expenses paid by State moneys.
Sprague,	$2,340.00	$154.05	$2,494.05	$3,135.57	$ 641.52	$74.6
North Canaan,	1,185.00	174.59	1,359.59	2,100.00	740.41	56.4
Thompson,	3,002.50	137.34	3,139.84	5,363.83	2,223.99	56.0
Bozrah,	830.00	166.50	996.50	1,539.69	543.19	53.9
Old Saybrook,	775.00	135.00	910.00	1,406.60	496.60	55.1
Old Lyme,	860.00	221.00	1,081.00	1,655.25	574.25	52.0
Stafford,	2,255.00	225.37	2,480.37	4,714.84	2,234.47	47.8
Plainfield,	2,637.50	371.05	3,008.55	5,700.53	2,691.98	46.3
Lyme,	665.00	210.99	875.99	1,471.40	595.41	45.2
Newington,	630.00	88.00	718.00	1,422.72	704.72	44.3
Voluntown,	720.00	200.82	920.82	1,695.50	774.68	42.5
New Hartford,	2,007.50	249.68	2,257.18	4,607.90	2,350.72	43.6
Westport,	2,017.50	336.54	2,354.04	5,081.15	2,727.11	39.7
Rocky Hill,	620.00	177.19	797.19	1,563.87	766.68	39.6
Griswold,	1,695.00	340.86	2,035.86	4,351.66	2,315.80	39.0
Salisbury,	2,460.00	198.01	2,658.01	6,398.92	3,740.91	38.4
Willington,	637.50	165.05	802.55	1,595.67	793.12	40.0
North Haven,	962.50	230.46	1,192.96	2,427.75	1,234.79	39.6
Granby,	947.50	296.12	1,243.62	2,427.94	1,184.32	39.0
Putnam,	3,595.00	259.04	3,854.04	8,505.72	4,651.68	42.3
Columbia,	527.50	148.25	675.75	1,399.04	723.29	37.7
Cheshire,	1,437.50	262.45	1,699.95	3,752.54	2,052.59	38.3
Eastford,	522.50	220.17	742.67	1,403.65	660.98	37.2
	$33,330.00	$4,968.53	$38,298.53	$73,721.74	$35,423.21	$45.2

The above table, containing the 23 towns which raised the least amount per child, shows that in only the six lowest, the State money paid more than one-half the cost of teachers' wages, fuel and incidentals, in one of them, Sprague, about three-fourths. *These*, be it remembered, are the towns which did *the least* for their schools. All the other towns raised and received from all sources, from two to seven times as much as

they received from the State. Sprague has a very large foreign-born population. Of the 936 enumerated there in 1877, only 382 are returned as having attended public school, while 289 were in a private, (i. e. church) school. The public school moneys therefore did practically nothing for the education of 60 per cent. of the enumerated children in that town.

In the centers of wealth a small tax provides the best educational privileges for forty weeks in the year, while in the poorer towns a high rate of taxation will barely support very ordinary schools for thirty or twenty-four weeks—the minimum time required by law. In many ways the rural districts are enriching our cities. As the country helps make the city, especially by sending thither the commodity on which its prosperity most depends—its choicest men—let the city reciprocate in school money needful to keep up the supply. Our centers of wealth can well afford to be generous to the rural districts. Public instruction is the concern of all the people, without reference to location. No one conversant with the laboring people in the poorest districts, as it is my privilege to be, can doubt that this State aid is greatly needed and highly appreciated.

The tendency of the country at large favors the support of schools by the union of general and local taxation, twenty-two States having already adopted this plan. In New York since 1867 the law has been that "there shall be raised by tax each year one mill and one-fourth of a mill upon each dollar of the valuation for the support of common schools in the State." The amount of this tax in 1877 was $2,797,725. The school law of New Jersey, passed in 1871, reads thus: "For the purpose of maintaining free public schools there shall be assessed, levied and collected annually, a State school tax of two mills on each dollar of the valuation." In addition to this, the State continues the appropriation heretofore made of $100,000, making a total State appropriation of $1,393,677.42, or $4.11 for each child enumerated. Pennsylvania appropriates from the State treasury $1,000,000 a year for the support of common schools. The school laws of Ohio provide for a State school tax "of one and three-tenth mills on the dollar, to be applied exclusively to the support of common schools." Last year this tax yielded $1,620,572.46.

Neither the School Fund nor State Appropriation now exert any direct influence in favor of regularity and fullness of attendance. If attendance were made the basis of distribution from one of these sources, a new and strong incentive would enlist the efforts of teachers and the people in all our districts to increase the number at school. This suggestion is now made that it may have full consideration before action can be taken by the next Legislature.

EDUCATION AND LABOR.

The great majority of our pupils must work for a living. By the ordinance of Heaven, the necessity of labor is well-nigh universal. Nature and history alike confirm the old decree, "In the sweat of thy face shalt thou eat bread." Teachers and school officers should carefully inquire whether our schools are accomplishing all they ought to do for the working classes. It is a grand result that all are trained to read and write and cipher, and learn something of the other common rudiments. In no part of the world, except Germany, are there so few *native* illiterates as in New England.

The general intelligence of the people is one obvious cause of our exemption from the railway strikes of last summer. The sober second thought prevailed here, while madness ruled the hour elsewhere. But beneficent as has been the influence of the public school in New England, it has by no means done its whole duty to the laboring classes. More should be said and done to dignify labor and prepare our youth to become skilled workmen as well as industrious and upright citizens. It is a mistake to suppose that education need create any aversion to labor, or that those who do the toughest work need the least schooling.

Under the system of slavery in the South, and until recently with the serfs of Russia and the equally illiterate farm hands of England, it was held as an axiom that schooling would make laborers discontented, restless and unprofitable servants, and that universal education would render manual labor distasteful and disreputable. Too much of this mis-

chievous legacy of slavery lingers among us still. The silly and wicked notion that labor is menial ought to be refuted in our schools, where our youth should be early taught the necessity and dignity of labor, as the primal source of all human excellence and progress. Girls as well as boys should be early taught both in the family and school that to learn to be useful is alike their duty, privilege and interest. Education should thus be made the auxiliary of labor. Instead of treating it as a degrading drudgery, education should elevate labor and render it more skillful and productive. If the true bearing of education on industry was taught in our schools, our youth would grow up under the salutary conviction that education is economy, and so far from degrading labor makes it more inviting and profitable, because the skilled workman so forecasts his plans that every blow tells, thus economizing his time and strength and stock, and even in the humblest work, accomplishing more, in better style, and with less damage to tools or machinery, than the boor who can use only brute muscle. Pride in one's work leads to higher excellence both in his craft and character. The skilled artizan who delights to do his best to-day, will aspire to do better still to-morrow. On the other hand, the too common theory that labor is a degrading drudgery will consciously demean any workman and bar improvement in his trade.

Connecticut is a busy hive of manufactories. The industrial interests of no State are more vital to its prosperity. We are a working people, and the cause of the workman is the cause of all. The problem of our State and of our day is to elevate work by educating and thus elevating the workmen. The masses are learning that mere muscle is weak, that brains help the hands in all work, that knowledge multiplies the value and productive power of muscular efforts. If knowledge is power, ignorance is waste and weakness. What a man *is*, stamps an impress upon what he does, even in the humblest forms of industry. The character of the work depends upon the workman. Whatever elevates the laborer improves his labor. In proportion as you degrade the operative even to the degree of serf or slave, you depreciate his work. You can dignify work therefore in no way so surely as by elevating the workman.

The wealth and welfare of individuals and States, always dependent on labor, can be most fully secured only by educated labor. If rightly conducted, our schools, so far from breeding discontent with the humblest pursuits, will prepare for success in the ordinary callings of life.

Instead of this, I find in some cases the chief aim is promotion to the next higher grade, and from that up to the highest or High School, and the programme is planned for those who complete the full curriculum, rather than for the majority who withdraw early for work or business. It is worthy of inquiry whether at each successive step the conditions of promotion may not wisely include the same studies and attainments which constitute the best preparation for the business of life, as well as for higher grades in school.

How to secure the best results with the least cost of time as well as money is a problem not yet fully solved. Our text books, now too voluminous, should comprise less of minute details and more of practical methods and principles. Such topics in arithmetic as the least common multiple of common fractions, casting out of nines in multiplication and division, alligation medial and alternate and commutation of radix may well be omitted in a common school course or briefly noticed in the appendix. Those and kindred topics of no use in ordinary business fill a large space in nearly all the arithmetics. They have a traditionary sanction. In continuing them the authors have consulted usage more than utility. Like the titled scions of rank in the old world, they have come down by so long a literary descent that no one disputes their right to their honored place. Worth more than all these complicated processes is the thorough mastery of the ground rules. In all our schools rapid mental combinations should be daily practiced till pupils can add, multiply and divide with the utmost facility and accuracy. This done and the rest of arithmetic will be comparatively easy and pleasant.

Ex-President Thomas Hill justly complains that our "Arithmetics have been expanded until the unfortunate pupil is lost in a wilderness of words and does not find his way through, in time to learn to cipher. The science of arithmetic receives so much attention that the art is neglected. Life is not long

enough to spend so long a proportion of it on arithmetic as is spent in the modern system of teaching it and arithmetic is too valuable an art to have our children neglect to acquire facility in it, instead of being stupefied and disgusted with premature attempts to understand it as a science." It is certainly a useless repetition to require children to learn, for example, explanations of the first principles of fractions, percentage and the like as they are scattered through four or five volumes, each successive series setting forth the same subjects only with greater fullness and complication. In many schools arithmetic is thus made a subject of study for eight or nine years, when three or four years ought to give the pupil the mastery of the essentials, including rapid mental combinations. He should learn the multiplication table early and thoroughly and acquire great rapidity in all practical processes.

By the condensation or omission of too extended serial books in geography, grammar and arithmetic, and in the latter study mastering thoroughly only the practical portions and postponing the intricacies of compound proportion, permutation and the like, that not one in a thousand ever uses in the practical business of life, more time can be gained for reading, spelling, writing, the study and use of our own language, composition, at least in letter writing, and elementary lessons in the practical sciences, natural history, political economy, and the history of our own country. Of the industrial schools, so numerous and useful in Europe, and so much needed in our country, I have not space to speak fully in this Report.

BABYLONIAN WILLOW, SALIX BABYLONICA.

Nearly three million three hundred thousand dollars have been expended in the last ten years, or over three hundred thousand dollars annually, in building and repairing school houses. Wise and necessary as was this expenditure, had one-hundredth part of this sum been spent annually in planting trees and adorning the school grounds, a still better result would have been accomplished in cultivating the taste of our youth, leading them to study and admire our noble trees, and

realize that they are the grandest and most beautiful products of nature and form the finest drapery that adorns this earth in all lands. Thus taught, they will wish to plant and protect trees, and find in their own happy experience that there is a peculiar pleasure in their parentage, whether forest, fruit or ornamental—a pleasure that never cloys, but grows with their growth. Such offspring they will watch with pride, as every year new beauties appear. Like grateful children, they bring rich filial returns and compensate a thousand-fold for the trouble they cost. This love of trees early implanted in the school and fostered in the home, will be sure to make our youth practical arborists. They should learn that trees have been the admiration of the greatest and best men in all ages. The ancients understood well the beauty and hygienic value of trees. The Hebrews almost venerated the Palm. It was the chosen symbol of Judea on their coins and graven on the doors of the temple as the sacred sign of justice. The Cedar of Lebanon was the pride of the Jews and became to them the emblem of strength and beauty as is seen in Ezekiel's description of a Cedar in Lebanon with fair branches and with a shadowing shroud and of a high stature and his top was among the thick boughs. The height was exalted above all the trees of the field and his boughs were multiplied and his branches became long. Thus was he fair in his greatness, in the length of his branches, nor any tree in the garden of God, like unto him in beauty.

The Egyptians, Greeks and Romans were proficients in tree planting. Hence Thebes, Memphis, Athens, Carthage, Rome, Pompeii and Herculaneum, as their very ruins still show, had each their shaded streets or parks. Two thousand years ago, it was the ambition of the richest Romans to maintain a rural home in the midst of the city as it is of the wealthy Londoner, Viennese, or Berliner to-day, and their ancient villas were most lavishly adorned. The Paradise of the Persians was filled with blossoming trees and long lines of roses. This taste for beautiful gardens was transplanted from Persia to Greece, and the greatest Greek Philosophers held their schools in beautiful gardens and groves. The devastation of parks, the destruction of shade trees, the neglect of public streets and private

grounds, the decay of rural tastes and the utter slight of home adornments were clearer proofs of the great relapse to barbarism than was that vandalism which merely destroyed the proud monuments of classic art and literature.

In tree planting, the beginning only is difficult. It is the first step that costs—at least it costs effort and persuasion to set this thing on foot—but that step once taken, others are sure to follow. Many youth in Connecticut whose first experience as little arborists was prompted by the prizes for "Centennial Tree Planting" which I offered them in 1876, have become so interested in this pleasant work that they have continued it each subsequent spring. Because the main tug is at the start on account of the inertia of ignorance and indifference, that start should be made easy. I should greatly prefer to start five thousand elms or maples this year in Connecticut if it could be done as easily as my five thousand willow scions seem likely to be stuck in the ground—some of them I hope in every town of the State. But as a beginning in tree planting, sure to lead to something more and better, and in order to interest our youth in this broad subject, a sketch of the famous Syrian Willow is here given.

English writers make the Twickenham Willow quite historic. About a hundred and fifty years ago an English merchant, Mr. Vernon, doing business in Aleppo and Smyrna, brought to Alexander Pope a package of figs encased in a basket made of unpeeled osiers. Noticing that one of the scions penetrating into the moist figs was budding, Pope carefully cut out and planted it. Thence grew the famous "Syrian Willow" which became a favorite with the poet and finally with the English people—so much so that his successor on the Twickenham estate felled the tree to avoid the annoyance of the crowds of visitors which it attracted to his grounds. I saw its successor at the Twickenham villa last summer. It was also planted by the Thames in Kew gardens, where it still thrives.

Professor Fraser's Life of Bishop Berkeley refers to the fact that Dr. Samuel Johnson, once Rector at Stratford and afterwards President of King's College, New York City (now Columbia College), brought scions of the Twickenham Willow to America. More than ninety years ago a kinsman of Washington

brought scions from Pope's estate to Mount Vernon. Soon after the Revolutionary war a member of Congress from New York, Judge Daniel C. Verplanck, father of Gulian C. Verplanck, admiring this willow at Mount Vernon, took scions to his estate at Fishkill, whence it was widely spread and became a favorite tree along the Hudson. In 1803 it was transferred to the grounds of President Johnson by his grandson, a relative of Gulian C. Verplanck, where it grew finely. This incident intensified the interest of the Johnson family in tree planting, and they took the lead in this grand work in Stratford. Much as the willow was admired for private grounds with its long drooping pendants, it was not deemed best for the public streets, for which the elm, maple, plane and other natives were wisely preferred. No town of its size on the Shore Line, between New York and Providence, is now adorned with so many stately ancient trees as Stratford.

By the kindness of Mr. William S. Johnson, great-grandson of President Johnson, one of the willows which he set out more than forty years ago has been recently placed at my disposal. From this I have carefully taken every scion suitable for planting, keeping them fresh in moist sawdust in the cellar of the State House in New Haven, thence taking them for free distribution as I visit various parts of the State. Finding the demand likely to exceed the supply, I have procured a few thousand scions from several points on the Hudson. So long as the five thousand cuttings on hand will last, they are supplied gratuitously to any citizen of Connecticut at the office of the State Board of Education in New Haven, or sent by mail on application enclosing stamps for postage. Six or eight cents will pay for the postage of six scions, varying according to their size. They should be kept in a cellar covered with moist sand, sawdust, or earth until April, when they should be planted, butt end down, leaving about two inches or at least two buds above the ground. The willow prefers moist ground and its roots search far for water. Hence it should not be planted near a well. It is hardy and grows well in uplands, though thriving best near water or on moist land. On submitting the leaves to two Professors of Botany in Yale College, they each pronounced them to be the Salix Babylonica.

Desiring to interest the youth of Connecticut to the utmost in rural adornment, it seems to me the fact that they can so easily procure for the grounds around the school house or the home a tree of such historic character, will secure not only the wide propagation of this one tree, but what is still more important, will awaken a healthful love of nature and fondness for arboriculture and then for rural scenes and scenery.

Willows are much more numerous in the old world than in the new. Loudon describes more than two hundred species belonging to the genus willow which are found growing in British collections; of these Hooker enumerates seventy as natives of Britain. Other botanists greatly reduce the number, considering as mere varieties some which were counted as distinct species. Of all these different varieties, the Salix Babylonica is the most celebrated. It is a favorite tree in China, Turkey, Algiers and in the north of Africa, and has been widely planted in the United States.

UNION OF DISTRICTS.

Bridgeport continues to furnish a good illustration of the advantages of the Union System. Another year's experience and a personal inspection of all the schools of that city confirm the statement made in my last Report, that "No town in Connecticut within my knowledge has witnessed so great and general improvement of its schools in a single year as Bridgeport." The members of the Board of Education made over six hundred visits to the schools during the last school year. The majority of these visits were made by the lamented President of the Board, Hon. James C. Loomis, the writer of their last Report from which the following interesting statements are taken. Though the Union System was adopted after great opposition, these facts and results have converted opponents to friends, and commended the system to general favor. At the town meeting held February 25, 1878, the school appropriations were carried without a dissenting vote, although in face of these hard times the amount asked for was larger than last year.

"Under the district system prior to consolidation, the public schools of Bridgeport were confessedly inferior to the general standard of schools in towns of corresponding population, more especially to those where consolidation had been established. The town was divided into eleven school districts, independent of one another, with no bond of union, no concert of action, no established system of instruction or government, and subject in many cases to the control and management of committees, without adequate supervision or direction. There was great irregularity in attendance upon the schools; an entire want of uniformity in school accommodations, in the course of study, in the books, maps and charts used, in the qualifications and compensations of the teachers, in the proficiency of the pupils, and in the expenditures of the respective districts. In a word, all those evils existed, which must necessarily result from so many disjointed systems running at random.

The school buildings, instead of furnishing uniform comforts and conveniences for all the children alike, were many of them much neglected, out of repair, unprotected from the ravages of fire, and some of them in a condition unfavorable to health, and even disreputable to the districts in which they were situated. Many of the school buildings and much of the school furniture are still not what they should be; but they have all been put in the best condition and state of repair, consistent with due regard to the public interests.

Nine grades of schools in addition to the High School, have been established, with a uniform course of study, text-books, charts and maps; and all under the instruction of a competent corps of teachers. The promotion of teachers is made to depend upon character, manners, experience and success in teaching. No pupil can be advanced from one grade to another until he has been found duly qualified. This system has been found highly productive of good, not only in its justice and propriety, but in stimulating a laudable ambition for distinction and excellence. In the administration of the public schools under the old regime there was found great inequality in the qualifications and compensation of teachers, and in expenditures for supplies. To equalize the compensation of the teachers, the Board has adopted the general rule that the sal-

aries of teachers shall correspond in the grade in which they are employed. The places of several male teachers have been supplied with female teachers at a reduction of the annual school expenses, and that the result has been highly satisfactory. There has been a decrease of the annual expenditures on account of the schools during the present administration, of more than ten thousand dollars, notwithstanding the unusual amounts which have been required to put the buildings in repair and to supply the wants of the school room."

NEAR-SIGHTEDNESS IN SCHOOLS.

Being near-sighted myself, I took a deep interest in the investigations recently carried on in Germany as to the causes and prevention of this trouble. Eminent oculists in that country have carefully examined the eyes of thousands of children, and the general conclusion which they regard as fully established is that there is a gradual increase of myopia in the ascending grades from the primary school to the gymnasium.

Sight is the noblest avenue of the mind and its impairment or loss is a greater evil than would be that of any other bodily sense. Because the near-sighted when old can read without glasses, their eyes have been supposed to be peculiarly strong. But oculists are now agreed that myopia is a disease which predisposes its subjects to more serious trouble. The great number of myopes who become partially or totally blind shows the necessity of investigating the causes and preventives of near-sightedness. This disease is more prevalent in Germany than in any other country of the world, and the subject has lately commanded the attention of her Reichstag as well as of her most distinguished physicians. In her schools sixty-two per cent. are myopic, while in America, so far as the examinations extend, the rate is about twenty-seven per cent.

In Germany many of the school houses are very old structures originally built for convents and poorly lighted. The German text itself is obscure compared with the clear Roman letters. With all their conservatism and reverence for ancient forms and usage, many German scholars advocate the adoption

of the plainer Roman letters. Especially in the smaller type, the German text has needlessly taxed the eyes of her people. Professor Donders, the highest authority on this subject in Europe, says: "Near-sightedness is most common in cultivated nations, and among the States of Europe visited by me, nowhere did I meet so many myopes as in Germany." The absence of near-sightedness among savages is an argument for the theory that one cause is undue tension of the eyes for near objects. Germany is confessedly one of the most studious nations of the world. Its scholars are especially sedentary in their habits, study more hours a day and have less fondness for games, sports, out-door scenes and exercise than American students, and are less watchful in regard to ventilation. Ruete dwells on the deleterious effects of insufficient and faulty illumination. Admirable as is the "German student's lamp" its use is limited. I often found scholars in German families studying by the flickering light of candles, and was frequently unable to get good light for my night work.

Among the causes of visual weakness among American youth may be named a stooping posture, which cramps the chest and brings the eye too near the book or paper; reading at twilight and late at night, and studying by lamp-light in the morning; reading in the cars; using kerosene lamps without shade; reading while facing a window, or any light, natural or artificial, and still more while facing the bright sunshine; reading dime novels or other books printed in too fine type (all books printed in diamond, pearl, agate, or nonpareil, are unfit for childrens' eyes); wearing a veil; and neglecting to cultivate far-sightedness by examining carefully distant objects. Hence myopia is more common in cities than in the country, among those working on near and minute objects than those laboring in the fields with a wider range of vision and more objects to invite habits of observation. The increase of myopia has been attributed to modern devotion to literary pursuits, as savages are generally exempt from this trouble. But if proper precautions are taken, there is no necessity that myopia should increase in a nation in proportion to its devotion to intellectual pursuits. Though it is often hereditary, this predisposition may commonly be counteracted by proper care.

Says Dr. E. G. Loring, "The great period for the development of myopia, that is, for its *beginning*, is from the tenth to the fifteenth year, just at the time when the body as a whole is developing most rapidly. Near-sightedness is essentially a disease of childhood, or at the latest of adolescent life. Donders declares that he never has seen a case of myopia *originate* after the twentieth year. Myopia is especially prevalent among the so-called cultivated classes. Yet students do not use their eyes for more hours a day and on finer objects, than jewelers, engravers, draughtsmen, seamstresses, type-setters, and many others who engage in long continued work on small objects. These occupations do not show any tendency to near-sightedness, while the professional and literary callings do. The principal reason why the members of mechanical arts show less myopia than those of studious and literary occupations, is not because they use their eyes less, but that the application of the eyes occurs at a different time of life and under entirely different conditions."

The statistics already gathered in this country as well as in Europe clearly show that there is an increasing tendency to myopia in the ascending grades of schools. To illustrate the extent and thoroughness of these investigations both in Europe and America, Dr. Erismann's statistics were made in St. Petersburg on the eyes of 4,358 scholars, Dr. Conrad's at Königsberg on 3,036. Dr. Cohn at Breslau examined 10,060 pupils. Dr. Pluger examined 1,846 pupils at Lucerne. Though I had gathered the results of these inquiries from a wide field of observation abroad, I give mainly the facts and conclusions found at home as likely to have more weight with teachers, school-officers and parents. Dr. Cornelius R. Agnew has kindly furnished me the following detailed and tabulated statements of 1,479 students whose eyes have been recently examined.

Of these, 630 were examined by Drs. Williams and Ayers of Cincinnati, Ohio, 549 by Dr. W. Cheatham of New York, now of Louisville, Ky., and 300 by Drs. Prout and Mathewson of Brooklyn.

In Cincinnati the students examined were those of the District, Intermediate, Normal and High Schools; in New York, of the Introductory Class, Freshmen, Sophomores, Juniors, and

Seniors of the New York College; in Brooklyn, of the Academic and Collegiate Departments of the Polytechnic Institute. In all, or nearly all cases, the refraction was first determined by the use of trial glasses and afterwards corrected by the ophthalmoscope. In making up the statistics the preference has been given to the refraction as determined by the ophthalmoscope in all cases in which it differed from that by glasses. It is proper to say that the smallest deviation emmetropia noted was $\frac{1}{72}$ and that a considerable proportion of the cases of ametropia were of $\frac{1}{48}$ or less.

The following abbreviations are used:

* E.=Emmetropia; M.=Myopia; H.=Hypermetropia; A.=Astigmatism; Ah.=Hypermetropic Astigmatism; Am.=Myopic Astigmatism; M.+Am.=compound Myopic Astigmatism; H.+Ah.=compound Hypermetropic Astigmatism.

TABLE I.—*Showing the results of the examination of* 630 *students in the District, Intermediate, Normal and High Schools, Cincinnati, Ohio.*

DISTRICT SCHOOLS, 209 SCHOLARS EXAMINED.

E.	175	E. 83½ per cent.	Ah.	5	
M.	20		H.	7	
Am.	1	M. 10 per cent.	H.+Ah.	1	H. 6½ per cent.

INTERMEDIATE SCHOOLS, 210 SCHOLARS EXAMINED.

E.	167	E. 80 per cent.	M.+Am.	1	M. 14 per cent.
M.	23		H.	10	
Am.	6		Ah.	2	H. 6 per cent.

NORMAL AND HIGH SCHOOLS, 211 SCHOLARS EXAMINED.

E.	165	E. 78 per cent.	H.	8	
M.	29		Ah.	4	H. 6 per cent.
Am.	5	M. 16 per cent.			

* The following explanation of these technical terms may be necessary.

Emmetropia = normal measured—standard eye. In such an eye rays of light come to a focus on the retina without muscular effort.

Hypermetropia = over-sighted, in contradiction to Myopia or near-sighted. Such an eye is *too short* in its antero-posterior axis; parallel rays of light come to a focus *behind* the retina; can only be brought to a focus on the retina by a muscular effort.

Astigmatism = no $\left\{\begin{matrix}\text{point}\\\text{focus}\end{matrix}\right.$; such an eye under no circumstances focuses the rays upon the retina, It is due to a difference in the curves of the different diameters of the eye; i. e. the radius of curvature, for instance, is different from that of the radius of curvature of the horizontal meridian.

TABLE II.—*Showing the results of the examination of 549 students in the New York College.*

INTRODUCTORY CLASS, 335 SCHOLARS EXAMINED.

E. both eyes,	192	E. 57½ per cent.
M. both equally,	16	
M. both unequally,	23	
Am. both equally,	9	
Am. both unequally,	3	
M. + Am. both equally,	4	
M. + Am. both unequally,	10	
Am. one, the other H.,	1	
M. one, the other Am.,	1	
M. one, the other M. + Am.,	13	
Am. one, the other E.,	9	
M. + Am. one, the other E.,	1	
M. one, the other E.,	6	
M. one, the other Amblyopic,	1	
M. + Am. one, the other Amblyopic,	1	
Am. one, the other M. + Am.,	1	M. 29 per cent.
H. both equally,	9	
H. both unequally,	6	
Ah. both equally,	4	
Ah. both unequally,	1	
H. one, the other E.,	14	
Ah. one, the other E.,	6	H. 12 per cent.
E. one, the other irregular astig.,	3	
E. one, the other Amblyopic,	1	
Irregular astigmatism both,	1	1½ per cent.

FRESHMEN, 103 SCHOLARS EXAMINED.

E. both,	44	E. 42½ per cent.
M. both equally,	2	
M. both unequally,	6	
Am. both equally,	5	
Am. both unequally,	1	
M. + Am. both equally,	3	
M. + Am. both unequally,	7	
M. one, the other M. + Am.,	1	
M. one, the other E.,	2	
Am. one, the other E.,	5	
Am. one, the other M. + Am.,	5	
M. one, the other H.,	1	
M. + Am. one, the other H.,	1	
M. + Am. one, the other Ah.,	1	
Am. one, the other Ah.	1	M. 40 per cent.
H. both equally,	1	
H. both unequally,	4	
Ah. both equally,	3	
Ah. both unequally,	3	
H. one, the other E.,	5	H. 15½ per cent.
E. one, the other Amblyopic,	2	2 per cent.

SOPHOMORES, 57 SCHOLARS EXAMINED.

E. both,	34	E. 59½ per cent.
M. both equally,	3	
M. both unequally,	6	
Am. both equally,	3	

M. + Am. both unequally,	1	
M. + Am. one, the other Am.,	2	
M. + Am. one, the other E.,	2	
Am. one, the other E.,	1	
M. one, the other E.,	2	M. 35½ per cent.
H. both equally,	2	
H. one, the other E.,	1	H. 5½ per cent.

JUNIORS, 30 SCHOLARS EXAMINED.

E. both,	11	E. 36⅔ per cent.
M. both equally,	4	
M. both unequally,	5	
M. + Am. both unequally,	3	
M. one, the other M. + Am.,	1	
M. one, the other E.,	3	
Am. one, the other E.,	1	M. 56⅔ per cent.
H. both unequally,	1	
H. one, the other E.,	1	H. 6⅔ per cent.

SENIORS, 24 SCHOLARS EXAMINED.

E. both,	12	E. 50 per cent.
M. both equally,	2	
M. both unequally,	5	
M. + Am. both unequally,	2	M. 37½ per cent.
H. both equally,	3	H. 12½ per. cent.

TABLE III.—*Showing the results of the examination of* 300 *students in the Polytechnic Institute, Brooklyn.*

ACADEMIC DEPARTMENT, 142 SCHOLARS EXAMINED.

E. both,	79	E. 56 per cent.
M. both equally,	6	
M. both unequally,	6	
M. one, the other E.,	2	M. 10 per cent.
H. both equally,	22	
H. both unequally,	6	
H. one, the other E.,	19	
H. one, the other Amblyopic,	1	H. 34 per cent.
E. one, the other Amblyopic,	1	

COLLEGIATE DEPARTMENT, 158 SCHOLARS EXAMINED.

E. both,	84	E. 53 per cent.
M. both equally,	15	
M. both unequally,	8	
Am. both equally,	1	
Am. both unequally,	1	
M. + Am. both equally,	1	
M. + Am. both unequally,	1	
M. + Am. one, the other Am.,	1	
M. one, the other E.,	17	M. 28½ per cent.
H. both equally,	17	
H. both unequally,	4	
H. one, the other E.,	7	
H. one, the other Amblyopic,	1	H. 18½ per cent.

It will be observed by reference to the above tables that the refraction of each eye was determined separately in the New York and Brooklyn examinations, while in the Cincinnati examinations both eyes were examined at once, and consequently the least ametropic eye was probably always taken as expressing the refraction of the scholar.

Of the students examined in Cincinnati, the tables show that there were found to be myopic in one or more meridians of one or both eyes, of those examined in the district schools, ten per cent.; intermediate schools, fourteen per cent.; normal and high schools, sixteen per cent.

Of the students examined in the New York College, there were found to be myopic in one or more meridians of one or both eyes; in the Introductory Class, twenty-nine per cent.; in the Freshmen, forty per cent.; in the Sophomores, thirty-five and a quarter per cent.; in the Juniors, fifty-six and two-thirds per cent.; and in the Seniors, thirty-seven and a half per cent.

Of the students examined in the Polytechnic Institute, Brooklyn, there were found myopic in one or more meridians of one or both eyes; in the Academic Department, ten per cent.; and in the Collegiate Department, twenty-eight and a half per cent. We may simplify matters still further by dividing the students examined into five grades.

I.—District schools, Cincinnati, Ohio.
II.—Intermediate schools, Cincinnati, Ohio; Introductory Class, New York College, New York; Academic Department, Polytechnic, Brooklyn, N. Y.
III.—Normal and high schools, Cincinnati, Ohio; Freshmen, New York College, New York; Collegiate Department, Polytechnic, Brooklyn, N. Y.
IV.—Sophomores, New York College, New York.
V.—Juniors and Seniors, New York College, New York.

In the *first* grade 209 scholars were examined: 83½ per cent. emmetropic; 6½ per cent. hypermetropic; 10 per cent. myopic.

In the *second* grade 687 scholars were examined: 64 per cent. emmetropic; 15 per cent. hypermetropic; 21 per cent. myopic.

In the *third* grade 472 scholars were examined; 62 per cent. emmetropic; 12½ per cent. hypermetropic; 25½ per cent. myopic.

In the *fourth* grade 57 scholars were examined: 59½ per cent. emmetropic; 5¼ per cent. hypermetropic; 35¼ per cent. myopic.

In the *fifth* grade 54 scholars were examined: 42 per cent. emmetropic; 9 per cent. hypermetropic; 49 per cent. myopic.

1st grade, myopes, 12½ per cent.; 2d grade, myopes, 21 per cent.; 3d grade, myopes, 25½ per cent.; 4th grade, myopes, 35¼ per cent.; 5th grade, myopes, 49 per cent.

The above statistics certainly go to confirm the results of investigations by Cohn and others, namely, that the number of myopes is greater in the advanced classes than in the primary.

The following table (IV) also goes to show that the number of myopes, upon the whole, increases with years.

TABLE IV.—*Showing the number and percentage of myopes corresponding to the different ages.*

Ages.	No. of scholars in Cincinnati schools at the different ages.	No. of scholars in New York College at the different ages.	No. of scholars in the Polytechnic, Brooklyn, at the different ages.	Total No. of scholars at the different ages.	Total No. of myopes at the different ages.	Percentage of myopes at the different ages.
6	20			20	1	5 per cent.
7	42			42	2	$4\frac{10}{21}$ "
8	65			65	5	$7\frac{9}{13}$ "
9	53			53	9	17 "
10	24		8	32	3	$9\frac{3}{8}$ "
11	7		18	25	3	12 "
12	38		26	64	2	$3\frac{1}{8}$ "
13	56		48	104	16	$15\frac{5}{13}$ "
14	83	74	45	202	43	$21\frac{29}{101}$ "
15	46	159	38	243	60	$24\frac{56}{81}$ "
16	51	124	45	220	61	$27\frac{8}{11}$ "
17	63	93	37	193	71	$36\frac{10}{193}$ "
18	52	52	23	127	30	$23\frac{79}{127}$ "
19	23	27	7	57	14	$24\frac{38}{57}$ "
20	5	10	4	19	3	$15\frac{15}{19}$ "
21	1	9		10	5	50 "
22		1		1	1	100 "
24			1	1	0	0 "
26	1			1	0	0 "
	630	549	300	1440	329	$21\frac{43}{72}$ "

Progressive near-sightedness is a disease. A near-sighted eye is not a normal eye. When the child is born in the normal state, the eye is not near-sighted. Now, the eye is an organ which is plastic when the child is born; it is in a condition to be changed in its shape; its tissues are in a condition to be modified by the use which is made of the organ. Commonly the child goes on until it reaches the age of eight or ten years, perhaps a little older, when it is observed that it has to hold whatever it is looking at a little nearer to the eye than previously, and then, on

examination, reveals the fact that the eye is near-sighted. If you follow such a child up to the age of twenty-five or thirty years, it will be found that the near-sightedness has doubled, and perhaps quadrupled. Now, we know, by means of the opthalmoscope and other means, that the near-sighted eye is changed from the spherical to the elliptical, or ovoid form, and that progressive myopia is always marked by change in the shape of the eye. Inasmuch as the eye is made up of living tissue which is constantly undergoing the process of waste and repair, you can readily perceive that the law inducing the amount of such waste and repair is very much determined by the character of the tissue-building process in each child, and the way in which that child uses the eyes. For example, the child is allowed to sit, perhaps for hours, with the body partly bent, and the face inclined towards a book which rests in the lap while reading; here the accommodation of the eyes is tasked in looking at a minute object while they are in a bad condition, and all this time waste and repair is going on as best it may. The child would go blind in an instant were there no tissue reproduction. Now if the eye is used while the body is in an unfavorable position, it cannot be nourished as it should be, and the pressure of the muscles upon the eyeball and the action of the crystalline lens in focalization must bring about changes which lead to this progressive form of disease. Then let the child go at an early age into a school house where perhaps it will be placed upon work with books, slates or copy-books which could be better done by means of the black boards or models, and again the eyes are strained, and so the unfavorable effects are continued."

I commend the following extract from the last School Report of Hartford to the special attention of teachers and School Visitors. "The fact is established beyond a doubt, wherever proper examinations have been made, both as to schools abroad and schools of this country, that there is a near-sightedness which is thoroughly progressive in its characters, and increases in percentage as the scholars rise from one grade to another. Examinations have recently been made in the public schools of some of our largest cities, particularly of New York, Buffalo, Brooklyn and Cincinnati, and the theory of progressiveness has been very generally sustained, especially in the last named city, where it was found that of the students examined there were ten per cent. near-sighted in the district schools, fourteen per cent. in the intermediate schools, and sixteen per cent. in the high schools. As the results of observations in the Polytechnic Institute, in Brooklyn, near-sightedness was found in ten per cent. of the eyes in the

academic department, and in twenty-eight per cent. in the collegiate department. Abroad, the subject has been longer under consideration, the examinations more thorough and complete, and the results consequently more satisfactory. We gather from a recent article by Dr. Hasket Derby, of Boston, the facts presented below:

About the year 1867, Dr. Cohn, of Breslau, examined the eyes of 10,060 school children and pupils. His results may be summarized as follows: in no school village was myopia found among children who had not yet completed their first half year of work. In these schools, taken as a whole, there was found 1.4 per cent. of myopia. Taking all schools together, and following the scholars, at successive intervals, from the first half year to the fourteenth year of school life, the percentage of myopia was found to be the following:

1st Half Year.	2d Half Yr. to 2d Year.	3d and 4th Years.	5th and 6th Years.	7th and 8th Years.	9th and 10th Years.	11th and 12th Years.	13th and 14th Years.
0.4	4.8	8.6	7.9	11.3	24.1	49.5	63.6

In 1871, Dr. Erismann published the results of his investigations of the condition of the eyes of 4,358 scholars, at various educational establishments in St. Petersburg. The pupils were aged from eight to twenty. Taking the classes in order, the fifth being the most advanced, the following results were obtained:

Class.	Percentage of Myopia.	Class.	Percentage of Myopia.
Preparatory	13.6	III	30.7
I	15.8	IV	38.4
II	22.4	V	41.3

In 1874 and 1875, Dr. Conrad examined the eyes of 3,036 school children, in Königsberg. He found the percentage of myopia to rise as follows:

Class.	Percentage of Myopia.	Class.	Percentage of Myopia.
VIII. (youngest)	11.1	IV	28.44
VII	15.8	III	44.39
VI	20.5	II	54.59
V	21.8	I	62 10

In 1876, Dr. Pfluger published the results of his investigations in the schools of Lucerne, 1,846 pupils being examined. Myopia was found to be present in the following percentage as to age:

Year of Life.	Percentage of Myopia.	Year of Life.	Percentage of Myopie.
7	0.	15	26.
8	2.	16	30.
9	3.	17	43.
10	6.	18	55.
11	6.5	19	56.
12	6.	20	60.
13	10.	21	61.5
14	14.5		

These statistics are exceedingly valuable as showing that the matter is something more than a mere medical theory, and are fully worthy of the attention of those interested in educational affairs. The cause of this disease is only discoverable by keen observation and thorough examination, that is, not merely an examination of the eyes of school children as they now are, and as in future they pass from one grade to another, but a complete noting of the manner in which these pupils are taught, the construction of rooms in which they study, and a proper rejection of any indications of the evil which they may have had handed down to them from a previous generation. An incorrect system of lighting school rooms is of course one of the chief causes of this growing defect in the eyes of scholars as they advance towards maturity. In all cases the light should come from the left, and at a distance of from four to five feet from the floor. Next to this a rear light is permissible, but light from the right should, if possible, never be used. Windows should never be placed in front of the pupil. The light which he then receives is positively injurious. They should always be placed on the left side; the next best place is the rear, and after this the right side, which position should only be occupied when no other can be obtained. The true light should come from over the left shoulder. It does not harm the eye, does not cast a shadow on the pupil's work, and is, in short, the best light. An English authority, in treating of the subject of opthalmic diseases, caused by improper light

in school buildings, says: "The remedy is, to have the light sufficiently strong, and fall on the table from the left hand side, and as far as possible from above." There are other important points on this topic. But the proper adjustment of light will be found to be one of the chief factors in the solution of the general difficulty.

The Board has thought sufficiently of this subject to allow, under proper restrictions, examinations to be made in the various schools of the town, believing that even if no adequate remedy for increasing near-sightedness could be discovered from such general observations, the statistics gathered would be of value alike to the cause of education and of science, would assist the members of the medical profession in their laudable attempts to elucidate the matter, and while bringing no harm whatever to the scholars in attendance upon the schools, would be a step forward in that line of progress which should ever be the ambition of all who have public interests at stake and desire to advance the physical and intellectual health of those who are the thankful recipients of public education.

Examinations have been made in the West Middle and South Schools. In the former by Dr. W. T. Bacon, and in the latter by Dr. J. A. Steven. In the West Middle School three hundred and eight scholars were examined. They were members of the intermediate and grammar departments, and were from eight to fifteen years of age. There were found to be fifteen per cent. of the number near-sighted. In one room in which the scholars sat, so as to continuously face the light, twenty-two per cent. of them were myopic; this percentage being twenty per cent. of all those who were proved to be near-sighted. In the other school those examined were in attendance upon the grammar department principally, and were from twelve to fourteen years old. The per cent. of near-sighted pupils was twenty-one. This is a higher percentage than found at the West Middle School, but can easily be accounted for in various ways. The scholars are older and have been at school longer, and the matter of light and air space have not received that attention which has been accorded them in the West Middle School—a new building with more perfect arrangements. The school, too, is over-crowded, and

there are too great a number of desks in many of the rooms. These statements are simply brief outlines of the work accomplished thus far. They are not sufficiently perfect as yet, and will not be until the examinations have progressed further, and been, from to time, repeated. There is, in the results of the examinations, however, enough of facts to show us that they are actually needed, and enough of statistical truth to give food for careful thought and wise deliberation. They are matters which are well worthy of careful attention."

Dr. J. A. Stevens, of Hartford, who has devoted much time to the investigation of myopia in the Public Schools, says:—

"This subject ought to be a matter of interest to all who have the care of children, as near-sighted persons are often ignorant of their own trouble until it becomes progressive, and fully developed, and even then there are but few that realize their danger. It is only within the last few years that attention has been called to its causes, but the more the subject is investigated by the profession, the more apparent does it become that it usually begins during school life, and the more imperative does the duty become of calling upon parents and educators to aid in preventing its development. What is myopia? The anatomical difference between a normal eye and one that is near-sighted is practically a difference in the length of the eye-ball. The normal eye is $\frac{9}{10}\frac{5}{0}$ of an inch in diameter from front to back, a little shorter than this from side to side. When the eye is longer than this we have near-sightedness, which varies in degree as the eye varies in length. When the eye is shorter than this measure we have the condition for far or over-sight. An increase in length of $\frac{1}{10}$ of an inch may impair vision for distance considerably, but near objects will be seen as well if held a little closer. The lengthening of the eye-ball takes place in the back part as the cornea in front is more dense and not so yielding as the back, while the sides are supported by the muscles which move the eye. As the eye becomes elongated, the retina which receives impressions is thrown beyond the focus of rays, coming from a distance. Sometimes double vision occurs, and very often cross-eye results, if the myopia is not corrected. In severe cases of myopia, there is often much pain in the eye and surrounding parts. Near-sightedness is

regarded lightly by some as if it were only a slight inconvenience, which will be corrected as age advances, by the flattening of the cornea, which takes place in advanced life. This is true of only very slight cases, and of those congenital cases that are due to an unusual convexity of the cornea, and lens, but these are a very small percentage of near-sighted people. The fact that myopia is an *incurable disease* cannot be emphasized too strongly. When the organic change in the form of the eye has become established, glasses do not cure it. They correct the vision, but the eye never resumes its original form. The disease as it occurs in children is usually *progressive*, and therein lies the danger, and it is this peculiar fact that makes it an important subject in connection with education. The causes that produce the disease at this time of life also operate to increase it.

The more time people spend in intellectual pursuits the more myopia do we find. In writing and study it is easier to sit bending over a desk in a stooping position than in an erect posture. This position prevents by compression the free return of blood from the head. The posture of the head favors its detention in the eyes, while the working of the brain itself, demands more blood, and hence we easily have a congestion of the eye-ball, and especially of those parts that are most active, viz: the retina and optic nerve. With this congestion there occurs softening of the sclerotic or outer coat, and increase of the fluid contents of the eye-ball increasing the pressure from within. The muscles on the sides of the eye in the greater effort at converging for near vision also produce pressure from without. This condition of affairs produces a bulging of the posterior wall, and it is in this way that near-sightedness begins and increases, for the same causes continue to act with greater force as the trouble progresses. In children the tissues of the eye-ball are much softer than in the adult, and this is one reason why these causes are more active in producing the disease between the ages of six and twenty.

From the statistics which have been carefully collected in this country and in Europe we find that myopia exists in school children under six in a very small degree, viz: from 1 to 4 per cent. In older students who have passed through the

primary and grammar schools there is a gradual increase which is more rapid from 8 to 16 than at any other period. At the age of 20 we find the per cent. increasing to from 50 to 60 per cent.; in some German universities 63 per cent. are near-sighted, while the disease exists in much higher degrees. Hygienic habits of the people have something to do with this result, but the great cause of this increase is without doubt long-continued and close application to study. The most important facts these statistics show are that in *healthy eyes* this disease is *produced* by study under unfavorable circumstances and that it is *progressive.* With these facts established, and considering that our facilities for education are increasing with our increasing wealth, there can be no doubt that this disease is increasing with our civilization. In reading fiction people are more apt to hurt the eyes than in other reading or in study, for the simple reason that one will read longer on an interesting subject and not notice fatigue. It is so fascinating that children often continue reading in *dim twilight,* or by poor artificial light, and many young people take a favorite book to bed and acquire the habit of reading themselves to sleep. About three years ago, a young lady of this city lost the sight of one eye by keeping up for several years this practice of reading in bed until she fell asleep. The best position for reading is to sit with the head erect or slightly thrown back, and with the shoulder to the light so as to have the eyes in the shade and the light falling obliquely on the page. The book should be held from twelve to eighteen inches from the eyes, and should be brought up toward the face instead of bending the head to the book. Near-sighted persons are very apt to hold the book nearer than is really necessary to see well. It requires more effort for them to read at the far point of vision, but this practice is a benefit in preventing the increase of the trouble. After a severe illness of any kind, especially after measles, scarlatina or typhoid fever, the eyes share in the general debility of the body, and recover their power more slowly; hence they should be used only very moderately by convalescents. When the eyes begin to ache and the letters run together, it is a warning that they are being overtaxed and require rest."

Hartford, April 2, 1878.

My Dear Sir,—I rejoice to hear that you are to speak of the *causes* and *prevention* of near-sightedness in your Report. It is a strictly legitimate subject for that document. The attention of parents and teachers should long ago have been called to it. The evils resulting to the sufferers from this *disease* are not duly appreciated by others. Besides the constant inconvenience and mortification it occasions, it is a serious hindrance in the pursuit of many objects of study, especially in natural science. The best constructed spectacles are poor substitutes for good eyes. My testimony rests upon a long and painful experience. I remain very truly your friend,

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New Haven, Conn., April 3, 1878.

Dear Sir,—I have read your paper with much interest. It is undoubtedly true that infirmities of vision, especially among children, are becoming widely prevalent. The subject is one which concerns all, and the extent to which public attention has been drawn to it recently is an indication that its importance is being appreciated. The causes of debility of the eyes and near-sightedness which you mention are correctly stated. These causes, it will be noticed, are, in most instances, preventable—hence the bad consequences to which they lead may be avoided. If we always used our eyes properly, they would be sound and serviceable to old age, and the use of spectacles would seldom be required.

Very respectfully yours,

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The recent growth of near-sightedness in America, and its wider prevalence in Germany, render the discussion of this subject timely and important. The latest investigations of oculists clearly prove that myopia is not only a *disease*, but one that predisposes to more serious oculary troubles; a disease almost always originated during school life, or at least under twenty-one years of age, and yet preventable by the *early* use of proper precautions. As my knowledge of this subject is experimental and non-professional, I have quoted the letters and opinions of eminent oculists and physicians, who endorse the views expressed in the foregoing paper as justly meriting the attention of school-officers, teachers and parents. Though it be a new topic for a State Educational Report, the interests of thousands of children whose eyes are needlessly suffering demand its consideration.

INDUSTRIAL SCHOOLS.

No feature of the Educational Systems of Germany, Switzerland, Austria, Belgium, France and other European countries is more striking to an American observer, than the large number of Industrial Schools, specially designed to train apprentices and make skilled workmen and competent foremen. These schools are very numerous, and as various as the kinds of industry pursued in each country or province. There has been the greatest progress in manufactures in those countries where these schools have been maintained longest and most liberally. Geneva has for many years maintained a Horological School, and the Swiss watches have long been celebrated throughout the world. Last summer I visited the new Horological Institute then building in Geneva, a magnificent edifice to cost over $200,000, and also witnessed the work of the school then in its old quarters. The course of study and practice covers three years. There were seven instructors, who are experts both in the theory and practice. No one can graduate till he has proved his skill, again and again, by making an entire watch of standard excellence. The patient training of these classes, or rather of each individual member, in the minutest particulars, both in theory and practice, and the criticism of defects in the work done, illustrate the attention given to details in all Industrial Schools.

The same attention to minute details is seen in the Industrial School at Lyons, France, to which the preëminence of that city in the manufacture of silk is largely due. It has twelve professors, and the course of study occupies three years. Here, as in all Industrial Schools, a prominent study is drawing, drawing ornaments, tinted drawings, and sketching plans of machines from memory. Thorough instruction is given in every detail relating to the manufacture of textile fabrics, especially of silks, the natural history of silk, treatment of the silk worm and cocoons, spinning, throwing, weaving and testing of silks; sorting and cleaning; winding, warping and beaming; changing of looms for weaving different styles; defects in operations and their remedies; decomposition of tissues;

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chemistry, especially as applied to dyeing and printing; physics with its applications to heating, steam-boilers, to drying and ventilation; mechanics, embracing prime motors, materials and construction; hygiene, including physiology, noxious and useful animals, dangerous and unhealthy occupations, contagious diseases and how to avoid taking them; rural economy and "industrial plants." Manual exercises are conducted in the workshops in making, mending, putting up and shipping looms, in turning, filing, forging, fitting and various joiner's and machinist work. Frequent visits are made to the various factories in Lyons, under the lead of an instructor, where every part and process is fully explained. The students afterwards draw from memory plans of patterns and of machines.

About one hundred pupils on an average are in attendance. The regular charge for tuition, use of laboratories and workshops, is $140 a year. Indigent students are aided by the Chamber of Commerce and Municipal Council of Lyons, so that a portion only pay the full tuition. That this school, conducted without aid from the government of France, should be so liberally supported by the citizens of Lyons, and continue to flourish for so long a period, is ample evidence of its great usefulness in the opinion of the most competent judges.

More than sixty years ago France started special schools in the arts of designing, engraving and dyeing; in silk and ribbon weaving and lace making; in carving, stone-cutting and diamond-cutting (hence the diamond-cutting for the world is still carried on mainly in Paris); in porcelain and various ceramic productions, and the preëminence thus gained is still retained. The artistic manufactures of France command the markets of the world. The Industrial Schools more recently organized in Germany, Switzerland, Belgium, Austria, Italy and England, which in the aggregate are numbered by thousands, make these nations formidable competitors in artistic work.

When invited by the Minister of Public Instruction of France to visit the National Porcelain Factory at Sèvres, I expressed to him surprise that such an establishment should come under the supervision of the Educational Department, to which he replied, "It is because it is the duty of this department to supervise and control the Preparatory School for Sèvres, which

you should first visit." On inspecting this School of Design in Paris, I found in the lower rooms the methods and work of a first-class drawing school. But in the upper rooms the classes were painting on elegant goblets, cups, plates, vases and other choicer wares, just brought from Sèvres and to be returned there for baking. After witnessing this truly artistic work, I no longer wondered that in the Sèvres factory itself the artisan had indeed become the artist, and that only men of princely wealth could procure the products of this unrivalled establishment.

In Belgium the girls have shared the advantages of Industrial Schools as well as the boys. The schools for training in lace-making and embroidering, in Brussels, have long been celebrated, and kindred schools have more recently been opened in Rowlers, Ghent, Ath, Deerlyk and in many other places in that busy little kingdom. To those familiar with this fact, it was no surprise that Belgian lace shown at the Philadelphia Exposition was unrivalled. Some Industrial Schools are maintained wholly by the central government, others partially, and still others are supported by endowments, and many are private institutions dependent mostly on tuition for support. A large number called apprentice schools are maintained by benevolent associations. These are designed to train boys and girls both in skilled manipulations in various trades, and in the practical studies and theories most helpful in such pursuits.

Belgium, with about fifty industrial schools, and fifteen thousand apprentices graduated from them, Germany with over fifty-two thousand apprentices in fourteen hundred and fifty industrial schools, and France with twelve thousand industrial scholars, show the practical appreciation of these institutions in these countries, which distance the competition of surrounding nations in the great markets of the world. Steam and the telegraph are bringing all nations into such near neighborhood that industrial ascendancy will belong to that country which provides the best industrial education.

The Artisan School established nine years ago in Rotterdam, Holland, has already two hundred pupils and commands the confidence of that community. Candidates for admission must pass an examination in the simpler rudiments, and are expected

to remain in the school three years. The institution is both a school and a shop, and the time of the pupils is daily divided between the two. Drawing, Physics and Elementary Mechanics are prominent among the practical studies of the school room. In the shops a great variety of trades are taught, such as stone-cutting, including keystones, steps, thresholds, flooring tiles and placing plinths; masonry, including plain walls, foundations, chimneys, niches, sewers, arches, &c.; smithery, or making cramps, hooks, hinges, nuts, locks, girders, &c. The braziers are taught forging, turning, stretching and soldering, and make water-cans, dust-pans, kettles, basins, springs and various kitchen utensils. The instrument-makers learn to cut screws and worms, forge steel and copper and cast copper objects. The carpenters make chests, desks, trestles, windows, doors and the like. The painters learn to make putty, grind paint, polish wood, set glass, paint letters and to grain in imitation of marble or the choicer woods. In the Philadelphia Exposition the admirable exhibit of the various articles made by these boys proved alike their skill and the practical value of this institution.

In view of the great variety of the work and the need of individual instruction, twenty-one masters are employed in this school. Great prominence is given to drawing, as lying at the foundation of skilled industry. The Director is the teacher of construction and projective drawing. There are four other teachers of drawing—rectilinear, architectural, ornamental and model drawing, and one or more in each of the other departments above named. The boys draw simple constructions from wood, iron or brick work, such as window joints, doors, jambs, ravelins, stair-cases, roof-constructions, brace-works, springs, locks, cornices, architraves, &c. The school studies occupy each morning and the practical instruction in the workshops the afternoon. As soon as the boys are made familiar with the tools, they are entrusted with practical and marketable work, not sham or play-work, but the making of saleable articles for the trade, so that they at once feel that they are engaged in real business. This plan excites the ambition of the boys and adds interest and dignity to their work. The workshops are of the most approved kind and are supplied with the best tools and appliances. In the carpenter's shop, there are benches

with their appliances for eighty boys; and in the smithies are all needed forges, anvils, vices, benches, &c., for seventy boys. The directors, on whose authority the above statements are given, say, that on successfully completing their three years course, these boys receive considerably higher pay than those who have not enjoyed the advantages of the school.

Needle work forms a part of the course of instruction for girls in a large part of the elementary schools of Europe. In Switzerland four thousand three hundred and seventy-three females are employed in schools teaching needle work. In some schools I saw these teachers training their scholars in the use of the American sewing machine.

When one has inspected her technical schools and her twenty-nine industrial schools, he is no longer surprised that Switzerland is especially the home of industry, for her mechanics are educated and skillful. Though hemmed in by mountains, without a seaport, with few minerals and no coal, with costly transportation, all freight from the sea board coming over foreign territory, she threatens the ribbon trade of Coventry, rivals the English in muslin and delaine, and the world in watches and wood-carving. More than one million watches are made annually in Geneva and Neuchatel alone. The Swiss are an ingenious and industrious people. They believe in the dignity of labor and in the thorough mastery of some trade. In their industrial schools, prominence is given to drawing, designing and moulding, as well as to practice in the trades. Hence the world pays substantial tribute to Switzerland for the exquisite taste displayed in the decorative arts, their unequaled carvings, their beautiful chasings in gold and silver, their silk ribbons, their watches and music boxes.

The Earl of Rosebury says that the cause of this rapid progress of Swiss manufacture is plainly "the complete and *special* education which she gives in primary schools and *practical* schools, and *trade* schools, and secondary schools, and cantonal schools, all topped up by the great Polytechnic Institute at Zurich. The Swiss manufacturer is master of his business, and his workmen with whom he is in perpetual contact, respect him for this. Master and servant have been at the *same school learning their craft*, and they know it thoroughly."

Public schools, industrial schools and the Polytechnic Institute have in a remarkable manner unified and fraternized the people of these twenty-five cantons. Though separate in race, religion and language, they are one in national sympathy and interest, proud of their history, and prouder still of their recent progress and manufacturing prosperity. While beggars are found everywhere in Europe, there is less pauperism in Switzerland than in any other nation on the continent. With no communism, there is still a general diffusion of property, and almost every one is a land-owner.

In our country by reason of the restrictions imposed by our Trades Unions, apprenticeships are so much lessened that it is now difficult for boys to learn a trade. Hence increasing numbers are growing up to manhood in idleness, without any regular calling, or seeking to earn a livelihood without manual labor. This limitation of apprenticeships is a short-sighted and suicidal plan, sure to cripple our future mechanics. It seeks a temporary gain at the sacrifice of a permanent prosperity, and is depriving many boys of that thorough training in the several trades which is essential to their skill and success. The system of apprenticeship ought to be encouraged as an indispensable part of the practical education of our future artizans. Otherwise our youth must surrender the most lucrative positions to skilled mechanics imported from abroad. This waning of apprenticeships, which cannot easily be remedied, creates the greater necessity for industrial education.

In speaking of the substitution of steam power for hand labor, J. Scott Russell says: "Occupations which require no skill, but only brute force, will necessarily be vacated by human hands. Society, in the march of improvement, is as certain to do without the unskilled, unintelligent and uneducated as it is to do without wild plants and animals." Certainly any system of public instruction which leaves industrial education out of the account is radically defective. Fortunately this was the theory and practice of the early settlers of Connecticut. The founders of this State valued and honored industry. The code of 1650 which stood in this respect unchanged for over one hundred and fifty years required, "That all parents and masters do breed and bring up their children and apprentices in

some honest lawful calling, labor or employment, either in husbandry or some other trade, profitable to themselves and the Commonwealth, if they will not or cannot train them up in learning to fit them for higher employments." In 1683, Penn proposed the following resolution which was adopted by the Provincial Council, "That all children within this province of the age of twelve years shall be taught some useful trade or skill, to the end that none may be idle, but that the poor may work to live, and the rich, if they become poor, may not want." How different would have been the history of Virginia and South Carolina, with their sunny climate and greater natural resources, had the founders of those States preached and practiced these sentiments which have been the source of the thrift, growth and prosperity of the North. Elizabeth Thompson well says: "Honest labor is the need of the hour, alike demanded by the physical, mental, moral and financial condition of the nation. Industrial education alone can bring about this reformation by joining with labor skill, dignity and honor." Industrial schools are now more needed than new colleges. "The danger is not of over education, with earnest aims and in the right channels, but of a genteel and lazy dilettanteism."

I have discussed this subject partly in order to invite the attention of wealthy men to its importance and ultimately secure liberal endowments for industrial education. The extract from the will of David Watkinson given below, and the liberal offer of one hundred thousand dollars by Hon. T. M. Allyn for the support of an industrial school in Hartford, show that this need has long been felt. If the Loomis Institute with its large endowment shall be devoted to the purpose of industrial education, it will meet a great and growing want, which no existing institution in the State attempts to supply. If the liberal offer of Mr. Allyn should be continued and accepted, it would be a nucleus around which other gifts would gather till the school should prove a great benefaction to the State. Such, at least, was the result of the donation of Mr. Boynton in Massachusetts.

The Worcester Free Institute was started by the gift of $127,000 by John Boynton. This beginning led Ichabod Washburne to consider the pressing demand for industrial

training, and he gave $130,000 to enlarge the resources of the Institute. Further endowments were made by Stephen Salisbury of $250,000, and by the State of Massachusetts of $50,000 giving a total endowment of $557,000. If the surviving members of the Loomis family carry out their present plan, the "Loomis Institute" will have double this endowment. Without even the semblance of dictation in the plans which they alone have the right to form, and with a grateful appreciation of the beneficent spirit they evince, I most respectfully suggest to them, and to other wealthy men who desire to become benefactors of the State, this means of meeting a great public need and erecting a lasting monument to their memory.

The following is the plan of the proposed gift of Mr. Allyn to the city of Hartford, some five years ago.

To the Mayor, Aldermen and Common Council of the City of Hartford:

The undersigned hereby offers to give to the City of Hartford the sum of *one hundred thousand* dollars, to be expended in the establishment and erection of an industrial school (under such rules and regulations as the authorities of the city may from time to time make), for the free education of both boys and girls in the business avocations of life, agriculture and the mechanic arts. The school should be a model, fashioned after our best ideal. It should possess ample grounds for an agricultural department, botanical gardens and workshops where all the principal trades may be learned. Every boy, at the same time he is acquiring a knowledge of the arts, sciences and modern languages, should become a practical agriculturist or master some useful trade. The girls should be instructed in all the practical duties of the household, become familiar with the chemistry of the kitchen, and made to master the art of making any article of a lady's wardrobe, and also they may learn bookkeeping, banking, telegraphy, photography or any other occupation that is within the measure of their strength and adapted to their tastes. In this manner the education of the student would become a healthful exercise and a most fascinating amusement, instead of being (like the present system) destructive to vitality, exhaust-

ing the brain, and converting the school-room into an unattractive place little better than a prison.

It is believed that the amount proposed to be given will be sufficient for the purchase of the ground, erect suitable buildings and supply all the tools and apparatus required for the carrying out of the enterprise. The annual expense incurred of running the institution, after deducting the amount it would be entitled to receive from the school fund, should be cheerfully borne by the city. Should the proposition be entertained and the city accept the gift, it may be necessary to execute articles of agreement to secure the faithful performance of the trust assumed by the city.

T. M. ALLYN.

EXTRACT FROM THE WILL OF DAVID WATKINSON, WHO DIED AT HARTFORD, CONN., DEC. 13, 1857.

Codicil No. 11.

Article V. "Desiring to render a public benefit to the community in which I live, and to the State of Connecticut generally, by aiding in the establishment in the town of Hartford of a Juvenile Asylum and Farm School, for the family and school and industrial training of a class of children not now adequately provided for in any educational or humane institution: I do give and bequeath to my Executors the lot of land of about ten acres, surrounded by four streets, known as the Pavilion property, with the buildings standing thereon, and by me estimated to be worth the sum of $40,000 and in addition to said lot the sum of $20,000, said lot to be conveyed in fee simple, and said money to be paid over to Henry Barnard 2d, Edmond G. Howe, William L. Collins, William N. Matson, Henry Clay Trumbull, Daniel C. Gilman, Roland Mather, Newton Case, Alfred Watkinson, John S. Butler, Henry A. Perkins, Albert W. Butler, Edward Goodwin, E. A. Bulkeley, William D. Shipman and Austin Dunham, or such of them as may be living at the time of my decease, as Trustees for the purposes and uses herein set forth, viz:—to aid in the establishment and support of an institution for the relief, protection, instruction, reformation and employment of children between the ages of

six and twenty-one years who may be voluntarily entrusted to it for any or all of these purposes by the parent or guardians, or committed to its charge by competent authority.

Article VII. The institution designed to be established and aided by this bequest, is to be organized and conducted on the general principles and methods recognized in the Rauhen House near Hamburg in Germany, and the Agricultural Colony at Mettray in France, as described in Barnard's *National Education in Europe*, (Edition of 1854), and in the Boston Asylum and Farm School, incorporated in its present form in 1833, and the New York Juvenile Asylum, incorporated in 1851, with such modifications as may be by the Trustees deemed to be better adapted to the peculiar condition of the people of this State, or which may be suggested by their own experience or that of similar institutions."

The amount of the Watkinson Fund is now $207,000. Of this sum $162,000 is invested in productive funds and $45,000 in land. The last sentence of the will gives the Trustees authority to make such modifications as they may deem needful for the industrial training of the inmates of the School. If industrial education becomes a prominent feature of the Institution, it will, in the words of the will, be "better adapted to the peculiar condition of the people of this State." The principles and methods recognized in the Rauhen House and Mettray School may be inferred from the following statement: The "Colonie Agricole," at Mettray, near Tours, in France, was founded in 1839 as an institution for the reformation and training of children liable to become vicious and criminal. Besides receiving instruction in the necessary school studies, they are taught various useful occupations, such as farming, and the trades of the wheelwright, blacksmith, joiner, carpenter, mason, shoe-maker, wooden-shoe-maker, tailor, rope-maker, sail-maker, etc.

The Reform School of the "Rauhen House," at Horn, near Hamburg, was founded in 1833. Here as at Mettray, the "family system" is maintained. The labor performed includes house-keeping and home-work, field and garden culture, and such occupations as shoe-making, making and mending clothes and bedding, carpentry and wooden-shoe-making, woolen-thread

spinning, baking, masonry and painting, house-keeping and basket-making. There are also workshops for printing, book-binding, lithographing, stereotyping and wood-engraving. The girls fill the places of servants, cooks, washerwomen, ironers, laundry-women and seamstresses. The younger girls help the older, make and mend coarse linen, knit and mend stockings, etc.

THE METRIC SYSTEM.

In accordance with the recommendation of the Legislature, the State Board of Education advise that the Metric System be taught in all our schools. When the measures themselves are shown to the pupils, the tables are easily learned and understood. Our teachers say this can be done in from half an hour to half a day. The exact translation from the old system to the new, or the new to the old, in practical business, would of course require more time. I do not anticipate that the French System will be exclusively used in this country at an early day. But entirely aside from the question of its early or ultimate adoption here, its adoption by the great majority of civilized nations, rendering its terms a world-language, its use in all our best laboratories and scientific journals and in nearly all quotations from continental papers referring to dimension, show that its study is an essential part of a common school education.

The simplest way to teach the Metric System is to put the new standards in the hands of the pupils, especially the linear measures, which form the basis for the whole system. During the last year over fifteen thousand Metric rules, charts, diagrams, or other illustrations of the System have been distributed to the teachers and scholars of Connecticut. Some illustration of the Metric System ought now to be found in every school of our State. The *cheapest* appliance to facilitate this work is the foot rule, graduated metrically on one side, and in inches and eights of an inch on the other. These rules, which a year ago cost fifty dollars a thousand, are now furnished at the office of the Board of Education at forty dollars a thousand, four dollars a hundred, or four cents apiece.

When sent by mail, fifty-seven cents will pay for a dozen rules. Maple meters, with both French and English graduation, are furnished at eighteen cents each, or with brass tips at twenty cents; half meters at thirteen cents each. These are less than half the ordinary retail rates. Liquid measures and Metric weights and scales are also supplied singly at the lowest wholesale price. In addition to other and often pressing duties, it has been no easy matter to distribute fifteen thousand metric appliances, often in driblets and by mail. This offer is continued till July next, when we shall beg to be excused from this extra Metric work. Before that date, every school not yet furnished should have the wooden meter and every scholar the four cent rule. Aside from its Metric graduation, such a rule is needed by every pupil in map-drawing and other school work.

The eye should be early trained in measurements, linear, superficial and cubic. The pupil should be able to measure with his eye in inches and then in centimeters the length and width of his several books, his slate, pen-holder, the window panes and other common objects, and then in feet and centimeters or meters the dimensions of his desk, seat, the windows, doors, blackboards, the floor, and walls; and outside, the length and width of the school house, height of the eaves, ridge-pole, the width of the street, dimensions of the school yard, and the distance from the school-house to the leading points of interest in the vicinity. For these measurements, as in learning all tables, the unit should be clearly fixed in mind. The four-cent Franco-English foot rule meeting this demand should be in the hands of every scholar.

Sometime since I heard a class repeat glibly a table of figures, giving the height of the mountains of the globe: "Mount Vesuvius 4,000 feet high, Mount Washington 6,000 feet high, Mount Olympus 8,000, Mount Aetna 10,000, Mount Dana 13,000, Fusi Yama 14,000, Rosa 15,000, Blanc 16,000, Ararat 17,000, Elbruz 18,000, Cotopaxi and St. Elias 19,000, Nevada de Cayambe 20,000, Chimborazo 20,000, and so on up to Illampu in the Andes 25,000, and Everest, the highest Himalaya Mountain 29,000." When the long table, containing many other names and dimensions, which had been laboriously

memorized, was accurately repeated, I said to the class, supposing you travel due east 5,000 feet on the straight road, passing this school-house, where will that distance bring you. The answers were all wide of the mark. One named a house in plain sight some 600 feet off, and others suggested the next town six miles distant. The whole class were at sea. The tables had given to no one of them a definite conception. This class was not peculiar. I have often tried the same experiment with results that show the common neglect of training the eye in measurements.

WHAT BOYS ARE READING.

A timely appeal to the public has just been made, bearing the signatures of eminent citizens of New Haven who represent both political parties and the Baptist, Roman Catholic, Congregational and Episcopal churches. I welcome this warning, as I have had occasion to observe widely the pernicious influence of bad books and papers. Finding ten years ago that such papers as the *Boston Illustrated Police News* and the *New York National Police Gazette*, and *Day's Doings* were freely sold in the cars, I addressed a letter to the President or Superintendent of every railway in Connecticut asking if I might announce *authoritatively* in my next Report that "the sale of immoral papers is not permitted in the cars or stations of your railway." Cordial replies came promptly from the officers of every railroad of our State expressing their earnest purpose to do their part in the suppression of this great evil. One reply shows the spirit of all. "I fully appreciate your views and most heartily concur in your wish, and will do my utmost to prevent the circulation of such papers." Obscene books, papers and pictures are the worst of outlaws. The most indecent of this class are sold clandestinely. But there are others, sold openly, like those named in the following "appeal," which though less filthy, are more corrupting, if not more infamous than the most lecherous issues of the Parisian press. The poison which nauseates, by an overdose, may be its own antidote. Professing to be illustrated histories of the week, these papers are in fact chroniclers of, or

contributors to, the bar-room and the brothel. The safety of our youth now demands the utmost effort for the exclusion of such contamination. In behalf of the children of the State, I earnestly invoke the aid and coöperation of all parents, the officers of justice, the public press and of all good citizens in efficient measures for the suppression of the evil so well set forth in the following appeal and extracts from the paper of Professor Sumner.

"We desire to call attention to the cheap, trashy literature which is demoralizing the youth of our country. In this class we notice the paper named *The New York Boys' Weekly*, with a reputed circulation of 40,000, and *The Boys of New York*, with a reputed circulation of 50,000. These papers contain stories of the most sensational and slangy character, judging by the titles, of which we name the following: 'Dashing Dick, King of the Highway,' 'Yankee Claude Duval, the Dashing Knight of the Road,' 'Corkey, or the Tricks and Travels of a Supe,' 'Shorty, jr., or the Son of his Dad,' 'Bang Up, or the Boy Ranchero,' etc., etc. We see not one redeeming trait in these or other papers of this class. We are informed that many of the advertisements in their columns are of the most villainous kind. Will you not do what you can to warn your readers against the peril that besets our youth? We inclose Professor Sumner's article, reprinted from *Scribner's Monthly*, which we beg you to use according to your judgment in whole or in part.

Our object is not to advertise any periodical in place of those we deprecate, but only to warn the public of a danger suspected by few and realized by fewer still.

NOAH PORTER,	LEONARD BACON,
THEODORE D. WOOLSEY,	FRANCIS WAYLAND,
WILLIAM M. BARBOUR,	HUGH CARMODY,
JAMES E. ENGLISH,	EDWIN HARWOOD,

FRANCIS A. WALKER."

"Few gentlemen, who have occasion to visit news-offices, can have failed to notice the periodical literature for boys, which has been growing up during the last few years. The increase in the number of these papers and magazines, and the appearance, from time to time, of new ones, which, to judge by the

pictures, are always worse than the old, seem to indicate that they find a wide market. Moreover, they appear not only among the idle and vicious boys in great cities, but also among school-boys whose parents are careful about the influences brought to bear on their children. No student of social phenomena can pass with neglect facts of this kind,—so practical, and so important in their possible effects on society.

These periodicals contain stories, songs, mock speeches, and negro minstrel dialogues,—and nothing else. The literary material is either intensely stupid, or spiced to the highest degree with sensation. The stories are about hunting, Indian warfare, California desperado life, pirates, wild sea adventure, highwaymen, crimes and horrible accidents, horrors (tortures and snake stories), gamblers, practical jokes, the life of vagabond boys, and the wild behavior of dissipated boys in great cities. This catalogue is exhaustive. There are no other stories. The dialogue is short, sharp, and continuous. It is broken by the minimum of description and by no preaching. It is almost entirely in slang of the most exaggerated kind, and of every variety,—that of the sea, of California, and of the Bowery; of negroes, 'Dutchmen,' Yankees, Chinese, and Indians, to say nothing of that of a score of the most irregular and questionable occupations ever followed by men. When the stories even nominally treat of school-life, they say nothing of *school*-life. There is simply a succession of practical jokes, mischief, outrages, heroic but impossible feats, fighting, and horrors, but nothing about the business of school, any more than if the house in which the boys live were a summer boarding-house. The sensational incidents in these stories are introduced by force, apparently for the mere purpose of producing a highly spiced mixture.

One type of hero who figures largely in these stories is the vagabond boy, in the streets of a great city, in the Rocky Mountains, or at sea. Sometimes he has some cleverness in singing, or dancing, or ventriloquism, or negro acting, and he gains a precarious living while roving about. This vagabond life of adventure is represented as interesting and enticing, and, when the hero rises from vagabond life to flash life, that is represented as success. Respectable home life, on the other

hand, is not depicted at all, and is only referred to as stupid and below the ambition of a clever youth. Industry and economy in some regular pursuit, or in study, are never mentioned at all. Generosity does not consist in even luxurious expenditure, but in wasting money. The type seems to be that of the gambler, one day 'flush' and wasteful, another day ruined and in misery.

There is another type of boy who sometimes furnishes the hero of a story, but who also figures more or less in all of them. That is the imp of mischief,—the sort of boy who is an intolerable nuisance to the neighborhood. The stories are told from the stand-point of the boy, so that he seems to be a fine fellow, and all the world, which is against him, is unjust and overbearing. His father, the immediate representative of society, executes its judgments with the rod, which again is an insult to the high-spirited youth, and produces on his side, either open war, or a dignified retreat to some distant region.

These stories are not markedly profane, and they are not obscene. They are indescribably vulgar. They represent boys as engaging all the time in the rowdy type of drinking. The heroes are either swaggering, vulgar swells, of the rowdy style, or they are in the vagabond mass below the rowdy swell. They are continually associating with criminals, gamblers, and low people who live by their wits. The theater of the stories is always disreputable. The proceedings and methods of persons of the criminal and disreputable classes, who appear in the stories, are all described in detail. The boy reader obtains a theoretical and literary acquaintance with methods of fraud and crime. Sometimes drunkenness is represented in its disgrace and misery, but generally drinking is represented as jolly and entertaining, and there is no suggestion that boys who act as the boys in these stories do ever have to pay any penalty for it in after life. The persons who are held up to admiration are the heroes and heroines of bar-rooms, concert saloons, variety theaters, and negro minstrel troupes. From the specimens which we have examined we may generalize the following in regard to the views of life which these stories inculcate, and the code of morals and manners which they teach:

The first thing which a boy ought to acquire is physical

strength for fighting purposes. The feats of strength performed by these youngsters in combat with men and animals are ridiculous in the extreme. In regard to details the supposed code of English brutality prevails, especially in the stories which have English local color, but it is always mixed with the code of the revolver, and, in many of the stories, the latter is taught in its fullness. These youngsters generally carry revolvers and use them at their good discretion. Every youth who aspires to manliness ought to get and carry a revolver.

A boy ought to cheat the penurious father who does not give him as much money as he finds necessary, and ought to compel him to pay. A good way to force him to pay liberally, and at the same time to stop criticising his son's habits, is to find out his own vices (he always has some) and then to levy black-mail on him. Every boy, who does not want to be 'green' and 'soft,' ought to 'see the elephant.' All fine manly young fellows are familiar with the actors and singers at variety theaters, and the girl waiters at concert saloons. As to drinking, the bar-room code is taught. The boys stop in at bar-rooms all along the street, swallow drinks standing or leaning with rowdy grace on the bar. They treat and are treated, and consider it insulting to refuse or to be refused. The good fellows meet every one on a footing of equality—above all in a bar-room.

Quiet home life is stupid and unmanly. Boys brought up in it never know the world or life. They have to work hard and to bow down to false doctrines which parsons and teachers in league with parents, have invented against boys. To become a true man, a boy must break with respectability and join the vagabonds and the swell mob. No fine young fellow, who knows life, need mind the law, still less the police. The latter are all stupid louts. If a boy's father is rich and he has money, he can easily find smart lawyers (advertisement gratis) who can get the boy out of prison, and will dine with him at Delmonico's afterward. The sympathies of a manly young fellow are with criminals against the law, and he conceals crime when he can. Whatever good or ill happens to a young man he should always be gay. The only ills in question are physical pain or lack of money. These should be borne with gayety and indifference, but should not alter the philosophy of life.

As to the rod, it is not so easy to generalize. Teachers and parents, in these stories, act faithfully up to Solomon's precept. When a father flogs his son, the true doctrine seems to be that the son should run away and seek a life of adventure. When he does this he has no difficulty in finding friends, or in living by his wits, so that he makes money, and comes back rich and glorious, to find his father in the poor-house.

These periodicals seem to be intended for boys from twelve to sixteen years of age, although they often treat of older persons. Probably many boys outgrow them and come to see the folly and falsehood of them. It is impossible, however, that so much corruption should be afloat and not exert some influence. We say nothing of the great harm which is done to boys of that age, by the nervous excitement of reading harrowing and sensational stories, because the literature before us only participates in that harm with other literature of far higher pretensions. But what we have said suffices to show that these papers poison boys' minds with views of life which are so base and false as to destroy all manliness and all chances of true success. How far they are read by boys of good home influences we are, of course, unable to say. They certainly are within the reach of all. They can be easily obtained, and easily concealed, and it is a question for parents and teachers how far this is done. Persons under those responsibilities ought certainly to know what the character of this literature is."

WHAT SHOULD OUR BOYS READ?

Teachers can largely determine the reading of their scholars out of school. It is important not only to awaken a love of books, but to guide in their selection and form a taste for profitable reading. Scholars should be encouraged to have some good book always at home, in which they read a little every day. In school they should be invited to tell what they have read. To give an epitome of one's reading is an admirable school exercise. The pupil will peruse a book with ten-fold greater interest, when expecting to epitomize his author before the school. As a drill of memory and in language

it is a most useful exercise, and is one that is sure to interest as well as profit the school. Having experienced these advantages in my own teaching and witnessed them in many schools, I strongly recommend this practice, already adopted by some, to all the teachers of Connecticut. Instead of giving here a list of books for all the youth of the State, I advise teachers to recommend well known works in adaptation to the age, taste and advancement of individual pupils, usually those which they themselves have read, that they may the better appreciate and criticise the epitomes of the same by the pupils.

An eminent teacher recently asked a class of fifty-seven boys, What is the last book you have read? One answered "I haven't read any lately," another, "I don't remember," "can't tell" said a third. But the great majority were able to give an account of their reading which was most creditable to their teacher, evincing his wholesome influence over his pupils outside of the school room. Twenty-seven had been reading works of history and biography, including Life and Times of Benjamin Franklin, Life of Prescott, Higginson's History of the United States, Irving's Washington, Lives of Cicero, Hannibal, Cæsar, Xerxes, Alexander, Ferdinand and Isabella. Three boys were reading Dickens' History of England and one was enjoying Bancroft's ten volume History of the United States, another had just read three volumes of Macaulay's Essays. Shakespeare, Bunyan, Bulwer, DeFoe, Jules Verne and Oliver Optic had one reader each. What Career?, Avis, Marble Fawn, History of Propellers, Management of Horses, Seven Oaks, Miss Mühlbach's Empress Josephine, Ways of the World, Half-Hour Natural Science Series, American Explorers, Little Men, Speke's Sources of the Nile, Wide Wide World, Waverly, Fortunes of Nigel and Quentin Durward were also named.

I invite our teachers to test their scholars in the same way during the present year, and to send me lists of the books read by their pupils. With the coöperation of teachers and school officers we may learn what the youth of Connecticut are reading. This effort will enlist the attention of parents and secure their aid in the selection of better books and periodicals for their children, and thus check a growing evil and accomplish great good. Teachers should foster a taste for such choice literature,

that travels, histories and biographies, books of science, genuine poetry, essays and choice romances shall take the place of the "blood and thunder" stories and other emphatically *weekly* novelettes of the day.

Social reading should also be encouraged. The industry in many a sewing circle has been enlivened by well selected reading by one of their number. The same genial influence should often cheer the circle around the family hearth. "Reading circles" ought to be maintained in every town, where selections in prose or poetry, often a play of Shakespeare, the several parts having been previously assigned, and made the subject of careful private study and drill, are rehearsed together. These Reading Clubs, where each thoroughly studies his part or selection till he becomes so possessed of its thought and spirit as to render it in the best style he can command, not only cultivate the art of elocution, but improve the taste and develop a higher appreciation of the best authors. Aside from the educational value of this class of evening schools, their social influence is happy. Divided as the residents of our rural districts too often are, by party or sect, by prejudice or neighborhood difficulties, every influence tending to fraternize the people should be welcomed; every association where they meet on common ground for mutual improvement, and where kindly feeling and social amenities are cultivated, should be encouraged.

The teacher cannot awaken love of books unless he himself continues to be a student. Any one who thinks he knows enough to teach even the humblest class, should never profane the school room by his presence. One who has ceased to be a learner cannot be a good teacher. The more one has discovered, the more he wants to know. The truly learned man feels the greatness of his ignorance and the littleness of his knowledge as but a drop out of the boundless ocean of truth. It has been well said, "the greater the circle of our knowledge, the greater the horizon of ignorance that bounds it. The pride of wisdom therefore is the proof of folly." Arrogance and assurance are not the fruits of true learning. Yet from the days of Johnson to Dickens "the school master" has been characterized in our literature as magisterial, opinionated and dogmatical. Associated as teachers are with beginners, or at least inferiors

in attainments, seldom called to the grapple of mind with mind as in forensic contests with equals or superiors, there is great danger of imbibing the spirit of conceit and dogmatism, even when only getting deeper in the old ruts. What is dryer than an old, opinionated, self-satisfied, unprogressive school master? He despises "all your new-fangled notions." He glories in the "good old ways." His fluent routine feeds his complacency, though it really enervates his own mind and stupefies his pupils. Whoever either in the college or primary school has ceased to learn, should by all means stop teaching, for children need impulse even more than instruction. Any one who no longer thirsts for higher knowledge, cannot fitly lead even the youngest to its fountain. As a teacher, one must be progressive, or cease to be at all. The mind that stagnates must soon retrograde, and such a teacher would stultify rather than stimulate his class. Happily there are now many teachers worthy of their work, whose ideal is high and who are enthusiastic in the life-long work of personal culture. The efficient coöperation of such teachers I confidently anticipate in the efforts now making to stimulate a taste for books, and aiding our youth in the selection of the best books. One who early acquires a taste for reading and a love of books, will realize that his education is only begun when his school days are ended. To complete it will be the aim and ambition of his life. Let his calling be what it may, with an insatiable desire for knowledge, he will find leisure for self-improvement. The many instances of self-educated men whose eminence and success are due to an early taste for reading, should be given to the boys who are just entering the active pursuits of life, and who are so apt to think that they can no longer find time for self-culture. But is the little leisure they have well improved? Should the evenings be idled away, because the days must be occupied with business or labor? The youth whose teachers have trained them to always have a good book at hand for odd moments, will enter the practical callings of life with a habit of inestimable importance.

SCHOOLS OF FORESTRY.

The experience of Europe long since demonstrated the value and necessity of "Forest Schools" so numerous on the Continent. As these institutions are unknown in this country, a detailed statement of their aims and character will not only be of interest, but I hope, will help towards the organization of similar schools in America. In connection with either of our Colleges, the endowment of two additional professorships, or even one at the outset, might inaugurate a Department of Forestry. As the applied mathematics and the sciences comprise so large a part of the curriculum of Forest Schools, a Forest Department could very easily and economically be annexed to the Sheffield Scientific School, where the existing cabinets, laboratories and philosophical apparatus could be utilized in forestral instruction. The endowment of such a department would prove a great benefaction to the State and to the country, opening new fields of investigation which would bear directly on the ultimate resources and permanent prosperity of the country. The conclusions of foreign foresters, though confirmed by the broadest observations and experience in Europe, cannot all be wisely adopted in American Sylviculture. Difference in soil, climate, and other conditions may affect trees in regard to their rapidity of growth, health, durability of timber, texture, elasticity and grain of the wood, and many other qualities. These vital questions can be determined only by careful investigations carried on in each country. The Lombardy poplar, for example, sending out its almost upright laterals from the very ground all along its tall stem, grows beautifully in Italy, and is still a favorite with the Italians as of old with the Romans, who, it is said, gave it the name *arbor populi*. But in New England so many of its branches winterkill that it soon becomes an unsightly collection of dead limbs.

Another object of my recent visit to the leading schools of Forestry in Europe was to gather the practical plans and suggestions embodied in my paper on "Economic Tree Planting," first published in the Report of the Connecticut Board of Agriculture, and thus help reclaim our ex-

hausted lands by tree planting. As these lands have been abandoned to hopeless sterility, and their reclamation has already been pronounced a visionary and impracticable scheme, I have shown that the experiment of reclaiming vast barrens in France, Germany, Russia, Austria, and other European countries has been tried with conspicuous success. What has been done on so broad a scale and with such grand results in Europe surely can be accomplished in the comparatively narrow barrens of the New England States.

Another purpose of my journey was to do something towards making our youth practical arborists by awakening a love of trees and an interest in their study and culture. From a wide field of observation, I tried to collect such facts as seem fitted to further the work of rural adornment, in which encouraging progress has already been made in our State. A few oral lessons in our schools on rural art, and especially on the beauty, variety and value of trees and the ease and ways of their propagation, would be as good seed sown in good ground bringing forth fruit an hundred fold. Very little time would be required for those school talks which would be sure to inspire an interest in the study and culture of trees, and in the broader subject of rural art and adornment. To all of the teachers of Connecticut inclined to give such instruction in their schools my "Economic Tree Planting" will be sent without charge, at least so long as the thousand copies printed for that purpose may last.

The planting of the Syrian Willow, the supply of which fell far short of the demand, was designed as a *mere beginning*, sure to lead to something more and better, and to interest our teachers and youth in the broad subject of tree-planting. Beautiful as is the weeping willow, I was careful to say "I should greatly prefer to start five thousand elms or maples if it could be done as easily as my five thousand willows seem likely to be stuck in the ground." While regretting that so many applicants should be disappointed, I urge those who failed to get the willow (and I expect the same of all who succeeded) to try the far better plan of planting our common but very beautiful white ash or elm, maple, white oak, tulip, American linden—or the Scotch fir and European larch. I advise our boys also to raise these

trees from the seed which may be easily gathered every autumn.

The Schools of Forestry have exerted a remarkable influence in Germany in diffusing among the people a general and genuine interest in arboriculture. They regard forests as their friends, and understand their climatic influence and economic value in staying spring torrents, preventing summer droughts and supplying lumber and fuel. The Germans have a passion for nature, and love to frequent their beautiful groves and gardens, for parks and woods abound in or near their cities and towns. The rural and suburban adornment, now the pride and glory of so many beautiful towns in Germany, and the fruit of this revived love of arboriculture, is largely due to the influence and the literature which has emanated from her Schools of Forestry. Hence the wanton forest fires so common and destructive in America are comparatively unknown in Germany. The forest incendiary would be regarded as a common enemy, like the poisoner of an acqueduct, recklessly destroying that which it is the interest of all to preserve. The Forest Schools have created a healthful public sentiment which constitutes the best possible protection of the woods.

Efforts are now making to organize a Department of Forestry in connection with the University and new Arboretum of Edinburgh. Hitherto Forestry has been little taught in England, and her young foresters have therefore been educated on the Continent. There is a growing conviction of the need of such institutions in England, due largely to the able and persistent exertions of Rev. J. C. Broun, LL.D., to whom I am indebted for many statements given in this paper. The London Journal of Forestry says: "The University of Edinburgh posesses remarkable facilities for the creation of a School of Forestry, which with some slight additions could be easily converted into a thoroughly equipped Forest Department, capable of teaching the science of Forestry in the most complete and efficient manner.* Such an Institution is one of the greatest wants of the age in this country, and no country in the world requires it more. With India, Canada, Australia, New Zealand and South Africa, not to mention numerous smaller dependencies of the British Empire,

* This language is equally applicable to the Sheffield Scientific School.

crying out to us to furnish them with thoroughly educated foresters, to conserve and restore their fast disappearing forests, or to create new ones, it is a standing blot on the institutions of our country that we cannot educate and qualify at home the men who are needed for this important service. Such an institution would be of inestimable value to India and all our colonies, and exert a most beneficent influence on the management and productiveness of our home forests and the rural prosperity of the whole country. The forest wealth of Canada is being rapidly exhausted. The great pine forests on the Ottawa, St. Maurice and Saguenay rivers, with their wonderful net work of tributary streams, are rapidly disappearing beneath the ruthless ax of the lumberman. All the more accessible parts of these great forests are already cleared of pine timber. That huge tract of forest between the Ottawa and the St. Maurice which once seemed inexhaustible is fast disappearing beneath the destroying ax."

Dr. Hooker, Director of the Royal Gardens at Kew, says: "Forestry, a subject so utterly neglected in this country, that we are forced to send all candidates for forest appointments to France or Germany for instruction both in theory and practice, holds on the Continent an honorable, and even a distinguished place, among the branches of a liberal education. In the estimation of the average Briton, forests are of infinitely less importance than the game they shelter, and not long since the wanton destruction of a fine young tree was considered a venial offence compared with snaring a pheasant or rabbit. Wherever the English rule extends, with the single exception of India, the same apathy prevails. In South Africa, millions of acres have been made *desert*, and more are being made desert annually, through the destruction of the indigenous forests; in Demerara the useful timber trees have all been removed from accessible regions, and no thought is given to planting others; from Trinidad we have the same story; in New Zealand there is not now a good Kauri pine to be found near the coast, and the annals of almost every English colony repeat the tale of willful, wanton waste and improvidence. On the other hand, in France, Prussia, Switzerland, Austria, Italy and Russia, the forests and waste lands are the subjects of devoted

attention on the part of the government, and colleges provided with a complete staff of accomplished professors train youths of good birth and education to the duties of State foresters. Nor, in the case of France, is this law confined to the mother country; the Algerian forests are worked with scrupulous solicitude, and the collection of vegetable produce from the French Colonies in the Museum at Paris, show that their forest products are all diligently explored." The above criticism of the neglect and inaction of England applies equally to America.

One of the oldest and best schools of forestry in Europe is at Nancy, a beautiful city of great historic interest, pleasantly located on the left bank of the Meurthe, and at the base of a long range of wooded and vine-clad hills, about two hundred miles east of Paris. The parks and gardens of the city are finely adorned with trees and shrubbery. The Department of Meurthe, of which it is the capital, owes much of its rare rural beauty to the influence of this celebrated school. Forestry began to be studied as a science in France during the last century, though these investigations were long interrupted by the French revolution and the consequent wars. On the re-establishment of peace this study was resumed, and the School of Forestry was organized at Nancy, which, enlarged and more fully equipped, is now liberally supported. The cabinets, museums, apparatus and appliances of every sort, seemed to me most complete and ample, although the Director informed me that their choicest material was already packed for the Paris Exposition. Instruction is given gratuitously to those who prepare for the State Forest Service, and the importance of this service may be inferred from the fact that the State forests cover an area of nearly three millions of acres, or about the size of Connecticut, with a gross revenue of about seven millions of dollars, or deducting all expenses, a net revenue of over five millions of dollars. The total expense for board, lodging, uniform, instruments and pocket money, is from four to five hundred dollars a year. To "foreign students" a moderate charge is added for tuition. I found a considerable number of English students in attendance here last summer, who are candidates for forest service in India.

The course occupies three years. The daily work requires ten

hours, and fifteen hundred hours must be given to study, each half year. In the Winter Session, from November 1st to May 1st, seventy-five lectures of an hour and a half each are given on forest economy, and the same amount of time is allotted for preparation of the special topic of each lecture, embracing in the course, the exploitation of forests; relation of forests to climate; natural history of different kinds of trees; management of forests; conversion of one form of forest into another; and desirable qualities and defects of woods. The same number of lectures and the same amount of study are devoted to botany—the structure, organs, physiology and geographical distribution of plants. Of the seventy-five lectures devoted to mathematics, twenty are taken up with land-surveying and levelling, fifteen hours are given to the preparation of plans under the direction of a professor, twenty-two hours to elevations in water-colors, the same time to sketches and descriptions of rising grounds and to diagrams and calculations of polygonal figures, and also to elevations and designs in hatchwork. There are also lectures and lessons in road and bridge building, such as may be required in the exploitation of forests; in forest law and in the German language, together with some military instruction and drill, and practice in horsemanship.

In the Summer Session, from May to September, thirty-one days are spent in botanical and professional excursions in the Vosges, the Jura and other mountains, in which are visited forests in all stages of treatment and exploitation, and where the students are required to practice in the mensuration of wood and timber. Six days are allotted to preparing a report of the tour of observation and an herbarium of the plants collected. Seven days in the field and fifteen hours in the study are given to making a diagram with report, full calculations and topographical plan, including levels and a reduced drawing of the same, and one day in each section of the forest visited to a mensuration of a supposed felling and the preparation of an official report of it. Five days of work on the ground are given to the study of an imaginary projected road, and twenty days to making drawings and specifications and estimates relating to embankments, consolidating the scarps of ravines, building barriers of masonry or fascines across the bed of

streams, and cutting terraces along the scarps. Six days are spent in military reconnaissance with reports and sketches, and competitive rifle-shooting. The examinations occupy twenty-one days, and eighteen are spent as holydays.

In the second year substantially the same topics of an advancing grade are pursued with an equally full course of study and lectures. The season for cutting timber, the ages of different kinds of trees to be felled, the proper time for a revolution or forest crop and its restoration; mineralogy, lithology and the geological features of France; saw-mills and everything relating thereto, are among the additional studies of the third term. In the summer session, twenty-three days are spent in the forests of Meurthe-et-Moselle and of the l'Aine, in the study of the management of fellings formed of mixed timber, and of coppice being converted into timber forest, and fourteen days are allotted to the preparation of reports of these observations. Two days are devoted to land surveying and six to trigonometrical surveys, making a trigonometrical survey of a forest in the environs of Nancy or of the Vosges, reconnoitering the ground, planting signals, measuring a base line and observing the angles. Twelve days are assigned to the preparation of diagrams and calculations of the net-work of angles and a connection of this net-work with the lines on the map of France. Eleven days are given to the study of the saw-mills in the Vosges, five days of work on the ground and six in the class-room are given to preparing a sketch and a description of diagrams of the mechanism of five saw-mills selected as the best specimens found in operation; to experiments in the gauging of water-courses, the effect of water-wheels, and the time required in the work of sawing, and to the general coefficient of waste.

The Winter Session of the third year extends over the five months from November to April, and is designed for advanced students. In addition to some branches already enumerated, zoology with especial attention to entomology, the ravages committed by insects upon forests, the means of averting or destroying them and of recovering a forest ravaged by them; the fixation of sand dunes, the reclamation of barren wastes, and the re-foresting of denuded mountains; the geology and

mineralogy of the mountains of France, mountain torrents, their causes and the means of preventing them, the plans of work projected and the works accomplished; the chemistry of vegetation and all that relates to the production and assimilation of atmospherical and terrestrial elements. The Summer Session of the third year continuing five months from the first of April, is largely occupied with field-work and observations, especially in the study of the oak forests of Central France, the coniferous forests of the Vosges and Jura and the reforested regions of the Alps. During the entire course the field excursions are made under the direction of competent professors, and careful memoirs of these journeys and observations with sketches, plans and diagrams are always required.

Italy has experienced the disastrous effects of forest denudation, in climatic excesses, in spring torrents and summer droughts, or at least, in the great diminution of the summer streams and rivers—the sources of irrigation. A code of forest laws has lately been passed, for the extension and protection of the national forests, and for the replanting of communal and private woods. The scientific training of professional foresters is found needful to repair the great waste and damage done in previous centuries. The officers charged with the administration of these forest laws are mainly graduates of the Royal Instituto Forestale at Vallombrosa. While in Switzerland, a letter from our minister at Rome, Hon. George P. Marsh, (who had been informed of my errand in Europe) strongly advised me to visit Vallombrosa, and a letter from Mr. Marsh to the Director General, Adolfo di Bérenger, secured every facility for observation and information when I did visit that institution. Founded as an abbey by Pope Alexander II. in 1070, it early became one of the most celebrated monasteries of Italy, if not of the world, remarkable for its romantic situation, (vallis umbrosa, or shady valley of the Appenines, nearly six thousand feet above the sea,) its great wealth, the extent of its lands and of its grand planted forests. The present magnificent buildings were erected about two hundred and fifty years ago (1637). For centuries this place has been visited by distinguished travelers. Dante delighted to ramble among these magnificent scenes. Mrs. Browning says of Milton:

"He sang of paradise and smiled,
Remembering Vallombrosa."

When penetrating these dense forests and clambering up the steep ascents to the valley summit, I felt the fitness of his familiar words, and familiar they deserve to be with all our youth.

"Thick as autumnal leaves that strew the brooks,
In Vallombrosa, where the Etrurian shades
High over arched, embower.
. . . And overhead up grew,
Insuperable height of loftiest shade,
Cedar, and pine, and fir and branching palm,
A sylvan scene; and as the ranks ascend
Shade above shade, a woody theater of stateliest view."

An hour's ride from Florence by the Arezzo Railway brings one to Pontassieve. Thence a drive of some eight miles by a series of zigzags and through avenues of cypress and mulberry trees, leads to the terminus of the carriage road. Grand and extensive views of the beautiful valley of the Arno (Val d' Arno), open at every turn, with fine vineyards, orchards and highly cultivated fields, here and there protected by long dykes from the river floods which forest denudations on the tributaries of the Arno have occasioned. From the road a foot and mule path of three miles up a steep ascent leads to the ancient monastery. Here were workmen cutting spars for ship building, to be floated down the Arno to Pisa, or into the Mediterranean. These Benedictine monks centuries ago understood well the economic value of tree planting. It is due to their sagacity and foresight that these vast lands are now densely covered with various pines, firs, beech and chestnut. The very position of the trees standing in exact rows shows that tree planting on a large scale has here been successfully carried on for centuries. The silver firs, planted around the abbey centuries ago, are now magnificent and stately trees.

The following sketch of this Forest School is condensed from a fuller history given me by Director Bérenger. This monastery was appropriated by the State in 1865, and opened as a Forest School in 1867, though its organization was not completed till nearly two years later. As the snow lies deep for three months on these mountain heights, the school is transferred for four

months, from November to March, to the old castle of the Counts Guidi at Paterno near the base of the mountain, and only twelve hundred feet above the sea. During the remaining eight months the head-quarters are at the high elevation of Vallombrosa. The contrast in the elevations of the two locations favors the maintenance of two distinct arboretums, the one at Paterno showing the vegetation of Southern Italy, and even the tender exotics of the tropics, while on the heights of Vallombrosa are planted the trees of Northern Europe and America as well as of the Alps. Great varieties of pines, firs, larch, ash, chestnut, oak, beech are cultivated in the nuseries for planting on the slopes and heights of the Appenines. The Director expressed special interest in the culture of the Fraxinus Americana—our white ash. The students each have their small nursery lots in which they try their hands in planting and trans-planting various trees, thus uniting theory and practice.

The Institution has its director and five professors, a library containing nearly 2,500 volumes of forest literature; a well furnished chemical laboratory; a meteorological observatory, where the indications of the thermometer, barometer, pluviometer, anemometer, hygrometer and seismometer are regularly recorded; instruments for tree-measuring and surveying and various arboricultural instruments, models of timber slides; timber carts; sections of wood, indigenous and exotic, and objects of natural history relating to forestry. The professors are appointed by the King on the recommendation of the Minister of Agriculture. The number of pupils admissible is sixty. Besides the common rudiments, candidates for admission must pass an examination in history, natural history, algebra, geometry, physics and chemistry. The students wear the neat uniform of the Institution, which is that of a forest guard, with oak twigs of gold lace on the collar and cap. The discipline is mildly military, the students respond to the call of the trumpet instead of a college bell, cannot leave the precincts without permission, and are liable to confinement for insubordination. The students make frequent and sometimes extensive excursions through the national and communal forests, with the Professor of Natural History, to observe and collect specimens; with the Professor of Mathematics and Surveying, to make

plans and elevations of the surrounding lands, measure height and girth of trees, calculate the amount of timber and learn the various methods of management and exploitation of forests, and with Director Bérenger for special exercises in practical forestry. Besides regular lesson trips, a long excursion is made annually to some extensive woods. One of these journeys of observation, occupying a month, extended to Naples during the International Exhibition of Woods used in Ship building, and included the inspection of the leading forests in Southern Italy.

The following is the Curriculum:

FIRST YEAR. *Mathematics*, including Algebra, Geometry and Trigonometry. *Chemistry*—Organic and Inorganic, with experiments. *Natural History*—Botany, Systematic and Vegetable Physiology. *Forestry*—Theoretic and Practical. *Languages*—Italian, German and French, with Reading, Writing and translating of Forest Literature.

SECOND YEAR. *Mathematics applied*—Differential and Integral Calculus, Conic Sections, Measuring Heights of Trees and Cubic Contents, Plan Drawing and Valuation Surveys. *Climatology* and Forest Meteorology. *Natural History*—Botany, Dendrology, Forest Entomology, Geology and Mineralogy. *Forest Economy*—History of Forest Science, Practical Sylviculture, Seasoning of Timber and Exploitation of Forests. *Elements of Agriculture*—Improvement of Soils, Pasturage, Drainage, Agriculture, etc. *Languages*—Exercises in Italian, German and French.

THIRD YEAR. *Mathematics applied*—Rates of Growth of Trees. Mensuration, Preparing Charts and Levels, Estimating Condition and Value of Forests, Forest Administration—Statistics of different Woods, Classification of Forests, Reclamation of Barrens and Wastes, Planting of Sand Dunes, and of Marshes. *Forest Land*—Government and Pastoral Rights. *Forest Economy*—Political and National. *Languages*—Italian, German and French.

The first year is mainly devoted to scientific training, and in the second and third years the practical details of forest management are taught. Tracts of land bearing evergreen and deciduous trees of various ages are set apart to be managed by individual students. In the nursery also, each has a division bearing his name where he may show his skill, patience and

fidelity in preparing the soil, sowing the seed, watering the plants, and trans-planting the young trees.

In Italy, Germany and France, the advice of the Government foresters is given gratuitously to all tree-planters, and the young trees are furnished from the nurseries connected with the Schools of Forestry at a nominal price far below the cost, in order to encourage tree-planting to the utmost. With all proprietors of forests, whether the State, the Commune, corporations or individuals, the Government enjoins first, what must be done in all cases, and secondly, sets forth what may be done, that is, what is desirable but optional. In certain localities, the owner must get the permission of the forester of his province before he may fell trees on his own grounds. If the interest of that province and of the country require the retention of trees on the mountain tops, the State compensates the owner of the land for any loss thus incurred, or the older and larger trees only are cut, and a continuous forest growth maintained. It is their theory that the forests belong not to one generation only but to all, and each is bound to leave them as good as it found them.

Schools of Forestry in Europe are of two kinds; first those designed exclusively for the study of forest science and its collateral branches, the *Forstakademie*, second the *Allgemeine Hochschule*, or the collegiate or polytechnic institution with a comprehensive course of study, of which forestry is one prominent department. Nancy and Vallombrosa are examples of Forest Schools, pure and simple. Carlsruhe and Hohenheim will illustrate the other class. "The Polytechnic" in Carlsruhe comprises six separate departments, viz: Mathematics, Engineering, Machinery, Architecture, Chemistry and Forestry, with a staff of forty-nine professors, lecturers, tutors and assistants. I was struck with the extent of the eleven "Collections" here provided to aid in instruction, including objects connected with forests; models connected with engineering, machinery and architecture, besides the usual botanic, mineral, and philosophic collections, and an arboretum or forest garden. Professor Meyer said that each of these departments really helps all the others, and the union plan proves the most economic and feasible, and that the two Professors of Forestry here by the aid of their associates accomplish results which require from five to seven professors in the isolated *Forstakademies*.

The Royal Wurtemburg Academy at Hohenheim is a School both of Agriculture and Forestry. Its immense edifice, formerly a summer palace of the Wurtemburg kings, is delightfully situated on very high ground nine miles from Stuttgart. Near the building is a fine park and experimental and botanic gardens, groves and an arboricultural nursery. The botanic garden covering over twelve acres contains some two thousand species and varieties of plants important in forest and naval economy, and an "exotic garden" of twenty acres specially adapted to forest botany. Near by upon the same mountain range is a forest district of about six thousand acres, embracing a variety of soil and of trees. The institution has an extensive collection of implements used in practical forestry, with models of machines and studies pertaining thereto; a museum of forest products, an herbarium containing over ten thousand species, and a very interesting collection of microscopic preparations more extensive than I had elsewhere seen, with a curious collection of pathological specimens, illustrative of diseased malformation and some seven thousand specimens of fruits and seeds. Great varieties of fine wood showing the texture and grain, are exhibited in the museums of all Forest Schools, but this is a remarkable collection of "microscopic specimens"—transverse sections of wood thin as the finest paper arranged in books as photographs are set in the spaces of an album. Held up to the light, these thin sections are translucent, almost transparent, and show the most delicate shades in the grain of the wood. Here is also a collection of noxious insects and all animals harmful to trees. The insects are shown in all their progressive states as eggs, larvæ, pupa or chrysalis, caterpillar and moth, with their nests, and perforations in the stems or branches, and with samples of the trunk, bark, branch, root, leaf, cone or fruit, both sound and injured. For a careful comparison, the healthy and diseased specimens are placed side by side.

The curriculum fills two years, and in the forest department embraces among others the following topics: Forest Economy; History and Literature of Forest Economy; Forest Products, including Forest Botany, Sylviculture, Forest protection, Technical properties of timber, Uses of forests and forest technology; Forest administration including mensuration of trees and forests, partition of forests for exploitation, valuation of forests and

practical management of forests, forest excursions, "demonstrations" in different forest districts, Botanic Garden and Museum of Forest Products, cubic measurements of trees and cubic contents of woods, land surveying and levelling and mensuration of forests with theodolite.

For lodging and tuition the students, if subjects of Wurtemburg, pay less than forty dollars a year, but foreign students are charged threefold more. Foreigners are admitted who pass the required examination and produce the "ticket of legitimation" from the proper authorities. Dom Pedro appreciates the national importance of forestry in Brazil. I was much interested in an intelligent and ambitious young Brazilian who is here training himself for a forest appointment in his native country.

A striking illustration of the influence of Forest Schools is found in the authorship of their professors and graduates. In the long run, the influence of any institution may be measured largely by the authorship which it prompts. Judged by this test, the Forest Schools of Europe have made a worthy record. By the coöperation of their professors and other writers, and sometimes of government officials especially commissioned to investigate different branches of the subject, the literature of forestry, already large, is now rapidly increasing. A German catalogue gives the titles of 1,815 volumes on forestry issued prior to 1842, and the titles of 650 works published in the six years prior to 1876. On an average, over one hundred new books on forestry appear annually in the German language. One of the Spanish Commissioners to the Centennial Exposition, Señor Morera, published a list of 1,126 volumes on forestry in the Spanish language alone. Director Bérenger of Vallombrosa has published over thirty books and pamphlets, among them one pronounced by Hon. George P. Marsh of great value on "The Absolute Influence of Forests on the Temperature of the Air." He also edits an able Journal of Forestry, "The Giornale di Economia Forestale."

The question has been much mooted in Europe of late, whether Schools of Forestry should be isolated, or connected as an additional department with existing universities or Polytechnic or other institutions of a more comprehensive character. This was the leading topic of discussion at the last Congress of

Foresters which was held at Freiburg in Baden, and attended by nearly four hundred members, representing all parts of Germany, also Switzerland, Austria and Russia. The leading German writers on forestry and the most prominent government officials in the management of the Crown and Communal forests were there. The President of the Convention was Dr. Nordlinger the eminent Professor of Forestry at Hohenheim. The discussion, which was virtually a continuation of the debate begun at the Convention in Mülhausen the year before, awakened great interest and occupied six hours, the sederunt commencing at 8 A. M. and continuing, with an hour's intermission, till 3 P. M.

A brief summary of the leading arguments shows the feasibility of connecting a Department of Forestry with the Sheffield Scientific School. The discussion was opened by Professor Danckelmann, Director of the School of Forestry at Newstadt-Eberswalde in Prussia, defending the separate *Forstakademie*. He contended that Universities are designed to aid thorough investigations in the abstract rather than in the concrete. Though rich fountains of knowledge, they do not teach practical skill. The Forest Academies on the other hand keep the practical ever in view, and the attainment of knowledge is always combined with practice. Four things are essential; first, instruction in the technical work of forestry; next, in the management of forests; thirdly, in scientific research; and lastly, in the practical application of theories. Special schools are best fitted to secure these results. The *Hochschulen* are located far away from any forest, and the professors therefore are less acquainted with practical forestry, and the students, though more varied in their attainments, will fail to know thoroughly the things most essential for their profession; they will remain strangers to forests, and will not learn how to question trees, they may see cases of dead insects and yet learn nothing of the lives and habits of insects. To be a means of instruction, the forest must be a demonstration ground, and should be so situated that it can be visited daily without fatigue or expense. Though the University is the center of culture and aristocracy, each of these is of secondary importance in the training in forest technology. The professors of the accessory sciences are out of sympathy with the forest, and

busy themselves with problems irrespective of their relation to forest science. If it be said that the Universities have produced more eminent writers and thinkers than the forest academy, the remedy should be found in the academy and in the enlargement of its course of study, with opportunity for the student to resort to the forest every day, proposing and solving his questions on vegetable physiology and on zoology.

The speaker appointed to open the discussion on the other side, Dr. von Seckendorff from Vienna, attributed the origin of isolated schools of forestry to the former state of forests, and the limited education required for forest service in a by-gone day. But now a more scientific method of research in forest matters has been introduced, and a higher testing examination is demanded of students in forest science. A liberal education is essential here as well as in the other professions. The advocates of separate forest schools claim two points of especial superiority; first, that their students are better trained in practical forestry, and second, that in these only are the studies conducted with due reference to the requirements of the forester. They assume that in the vicinity of the Allgemeine Hochschulen there are no forests suitable for the instruction of students, and that a purely theoretical education only must here prevail. These assumptions are unfounded.

The number of University and *Hochschule* towns in Germany, richly surrounded by woods is very great. In a line drawn from the coast of the German Ocean to the place of this meeting alone, there are Hanover, Göttingen, Marburg, Giessen, Heidelberg, Carlsruhe and Freiburg, all so surrounded. It is not the extent of a forest which decides its suitability as a means of instruction, so much as its variety of trees and modes of treatment and exploitation.

The second assumption will not bear examination. Science and practical work are not antagonistic to each other. In the Universities instruction does not go beyond what is desirable for every educated man. And there ought to be no ground for the suspicion that any students of forestry choose that department because it makes the least demand upon them. Situated near railways, the Universities have the best facilities for forestral excursions and for fullest demonstrations in the field. As a matter of fact, the special schools do not turn out more

practical men, and are not supplied with better districts for excursions, while on the other hand, in the *Allgemeine Hochschulen*, the instruction in the accessory sciences can be more complete and extended, and be given at no additional expense to the State.

After a long and spirited discussion by prominent professors from both classes of Forest Schools, the President, Dr. Nordlinger, desired those who were in favor of combining instruction in forestry with other departments in the university or *Allgemeine Hochschulen* to rise, when seemingly the whole assembly rose, which was followed by vehement applause. When those who favored the separate system were invited to rise, only sixteen members stood up. It will thus be seen that the result of the fullest and latest experience of Europe is in favor of organizing a forest department in connection with some existing collegiate institution.

The law requires that the School Visitors' Reports should be forwarded to the Secretary of the Board of Education by the 15th of October. For the last year, however, they were not all received till December 27th. While most of the School Visitors are to be commended for their promptness, the unreasonable delay of a very few has caused great embarrassment and needless delay in compiling the required statistics, and made it impossible *seasonably* to present the complete Report of the Board of Education to the General Assembly. On the receipt of the returns at the office of the Board of Education, they are carefully collated, and if any signs of error are discovered,—if, for example, there is an apparent discrepancy between the figures for "moneys received" and "moneys expended," or between the number "enumerated" and the aggregate or average attendance, the returns are sent back for correction, or an explanation is sought of the writers. Several weeks are annually occupied in this preparatory examination of the returns. As the report is printed four months earlier than formerly, by reason of the change in the annual session of the General Assembly, there is a manifest necessity for the UTMOST PROMPTNESS in completing and forwarding the returns required by law.

BIRDSEY GRANT NORTHROP.

APPENDIX.

STATISTICAL TABLES

COMPILED FROM THE RETURNS OF THE ACTING SCHOOL VISITORS,

SHOWING THE CONDITION OF

COMMON SCHOOLS IN CONNECTICUT,

DURING THE YEAR ENDING AUGUST 31, 1877.

PRELIMINARY NOTE.

Special pains have been taken to make the following tables as correct as possible, and though perfect accuracy is not attainable, they may be considered as giving a just view of the condition of the public schools. These tables are based upon the returns which the law requires the school visitors of every town to submit each year to the Secretary of the State Board of Education. The school visitors receive their information, to a considerable extent, from the district committees, and they again from the teachers whom they employ. To facilitate the collection of these returns, and to make them as complete and correct as possible, Schools Registers are provided, at the expense of the State, for all public schools. They may be obtained from the Secretary of the State Board of Education.

EXPLANATION OF THE STATISTICAL TABLES.

Column No. 1.—The towns in each county arranged alphabetically, county towns being placed first. In the towns of New Haven, Norwich and Middletown there are districts which make independent reports, and these reports are given separately.

No. 2.—The population of each town according to the United States Census of 1870.

No. 3.—The Grand List of each town, as given in the State Treasurer's Report to the General Assembly, January, 1877.

No. 4.—The number of school districts in each town.

No. 5.—The number of public schools in each town.

No. 6.—The number of departments in the public schools counting each room of a graded school as one department.

No. 7.—The average length of the schools, in days and decimals of a day.

No. 8.—The number of children between four and sixteen years of age enumerated in each town in January, 1877; the basis of distributing the income of the School Fund and the State Appropriation to the several towns.

Nos. 9 and 10.—The number of children registered as attending public schools in winter and summer respectively.

No. 11.—The number registered over 16 years of age.

No. 12.—The number of *different* scholars registered in the public schools during the year reported; in other words, the number of children who attended public schools *some part* of the year.

No. 13.—The number of enumerated children attending any other school than the public school.

No. 14.—The number of children between four and sixteen years of age who attended no school of any kind during the year.

Nos. 15 and 16.—The average attendance in winter and summer respectively.

Nos. 17, 18, 19 and 20.—The number of male teachers and female teachers employed in winter and summer respectively.

Nos. 21 and 22.—The average wages per month of male and female teachers, including cost of board, when that was supplied by the district.

No. 23.—The number of teachers who have taught the same school two or more successive terms.

No. 24.—The number of teachers who were teaching for the first time.

No. 25.—The amount of money received by each town from the School Fund and State Appropriation. Of the amounts in this column, two-fifths came from the School Fund income, and three-fifths from the State Treasury.

No. 26.—The amount of income from the Town Deposit Fund in each town.

No. 27.—The amount of income from local funds.

No. 28.—The amount of money appropriated for schools from town tax in each town.

No. 29.—The amount of money raised for school purposes by district tax.

No. 30.—The amount of voluntary contributions for teachers' board, fuel, or other expenses.

No. 31.—The amount of money raised for school purposes from other sources than those previously named.

No. 32.—The total amount of money received for public schools from all sources.

No. 33.—The amount expended for teachers' wages, including board.

No. 34.—The amount expended for fuel and incidental expenses.

No. 35.—The amount expended for repairs of school buildings.

No. 36.—The amount expended for other objects than those previously mentioned.

No. 37.—The total amount expended for public schools.

The totals in column 37 include money expended for new school houses, also the amount expended for libraries and apparatus. The columns containing these amounts are omitted from these tables for want of room, but may be found on pages 148 and 149.

Tables of averages and percentages, showing the relative position and rank of the towns in various particulars, may be found upon pages 150 to 173.

HARTFORD COUNTY.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
							SCHOLARS.									TEACHERS.							
								Registered.						Av. Attend.		Male.		Female.		Wages, Month.			
TOWNS.	Population, 1870.	Grand List, 1876.	No. of Districts.	No. of Schools.	Departments.	Aver. Length.	Enum. Jan. '77.	W.	S.	Over 16.	Diff'nt Schol. Reg.	Private Schools.	In no School.	W.	S.	W.	S.	W.	S.	Male.	Female.	Continuously Employed.	Beginners.
Hartford,	37,743	$48,965,920	10	16	126	190.44	9,621	6,658	6,256	428	7,831	1,393	825	5,090	5,006	20	20	117	117	$149.50	$48.68	126	6
Avon,	987	507,886	7	7	7	150 00	237	188	157	7	227	8	8	154	129	1	0	6	7	30.00	30.00	6	1
Berlin,	2,436	1,138,728	9	10	11	173.14	568	449	390	16	537	15	36	352	289	3	1	8	10	47.75	39.36	9	1
Bloomfield,	1,473	854,159	9	9	10	152.00	311	262	202	28	309	14	16	219	148	2	1	8	9	37.33	29.21	7	2
Bristol,	3,788	2,229,946	12	12	19	184.21	1,005	782	762	38	971	10	65	607	600	3	3	18	18	93.55	38.57	21	2
Burlington,	1,319	403,734	9	8	8	153.13	290	233	214	7	272	3	14	164	154	4	0	4	8	31.38	28.17	2	5
Canton,	2,639	1,185,194	8	8	12	173.75	522	479	436	28	513	25	16	411	370	3	1	11	13	99.94	38.73	10	0
East Granby,	853	486,036	6	6	6	154.17	162	143	112	6	158	5	10	109	83	0	0	6	6	----	26.76	6	0
E. Hartford,	3,007	1,653,601	10	10	15	180.33	782	608	498	17	701	21	73	486	387	6	4	9	9	66.89	37.50	15	6
E. Windsor,	2,882	1,231,500	11	11	16	177.81	823	686	585	32	776	19	60	566	454	5	2	12	14	66.03	37.85	12	2
Enfield,	6,322	2,635,248	14	14	26	181.65	1,667	987	908	64	1,164	421	239	798	742	8	4	18	22	78.17	36.77	26	3
Farmington,	2,616	1,806,459	7	9	13	187.12	689	521	461	6	593	27	74	380	330	1	1	12	13	90.00	41.13	14	2
Glastonbury,	3,560	1,140,480	18	18	19	177.37	779	568	463	17	678	70	48	453	373	1	0	18	19	40.00	30.21	17	1
Granby,	1,517	516,513	10	10	10	146.00	379	259	207	7	340	6	46	207	168	2	0	8	10	33.00	30.80	6	1
Hartland,	789	270,972	9	9	9	132.22	154	165	112	23	191	0	2	98	81	5	0	4	9	24.90	20.15	1	2
Manchester,	4,223	2,407,055	9	9	18	187.44	1,321	891	826	39	1,118	45	191	716	651	6	5	11	12	71.09	44.32	18	2
Marlborough,	476	153,058	4	4	4	130.00	105	73	69	1	92	0	14	58	53	0	0	4	4	----	24.87	2	0
New Britain,	9,480	4,756,729	1	11	34	200.00	3,116	2,240	2,212	73	2,534	90	565	1,763	1,792	3	3	36	37	146.67	44.13	35	3
Newington,	778	599,943	4	4	5	167.00	252	175	150	9	239	11	16	133	105	2	0	3	4	38.75	31.80	2	2
Plainville,	1,433	812,036	1	2	6	195.00	388	293	285	19	383	0	24	222	210	1	1	5	5	100.00	38.40	5	0
Rocky Hill,	971	384,569	4	4	5	180.00	248	199	179	9	230	0	20	152	114	3	1	2	3	39.25	28.75	2	1
Simsbury,	2,051	1,089,000	12	11	13	153.46	478	399	337	17	493	5	7	267	231	6	2	7	10	48.13	29.35	6	10
Southington,	4,314	2,103,385	11	12	20	180.25	1,233	928	878	32	1,150	0	115	682	636	7	5	13	17	100.50	36.70	15	0
So. Windsor,	1,688	1,364,365	10	10	10	179.50	394	346	291	12	362	12	31	260	232	0	0	10	10	----	41.40	10	1
Suffield,	3,277	2,076,670	11	11	14	180.00	723	553	499	39	703	31	29	447	390	4	1	9	13	41.60	40.32	14	1
W. Hartford,	1,533	1,977.354	8	8	9	172.22	371	317	243	3	350	0	41	233	189	1	0	8	8	52.00	40.46	6	4
Wethersfield,	1,915	1,184,233	6	7	8	193.13	367	300	271	27	396	12	10	235	220	1	1	7	7	120.00	28.36	7	1
Windsor,	2,783	1,492,614	10	10	14	176.07	778	658	552	53	756	13	37	472	407	8	5	7	9	63.92	43.95	9	1
Winds. Locks,	2,154	701.535	1	1	7	195.00	667	456	438	2	550	30	88	348	320	1	1	6	7	125.00	38.00	8	0
29 TOWNS.	109,007	$86,128,922	241	261	474	180.06	28,430	20,816	18,993	1,059	24,617	2,286	2,720	16,082	14,864	107	62	387	430	$89.80	$40.15	417	60

TOWNS.	25	26	27	28	29	30	31	32	33	34	35	36	37
	RECEIPTS.								EXPENSES.				
	School Funds, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Volunt'y Contributions.	Other Sources.	Total.	Teachers' Wages.	Fuel, etc.	Repairs.	Other Objects.	Total.
Hartford,	$24,052.50	1,408.88	-------	69,558.17	73,728.05	--------	31,646.36	200,393.96	106,191.87	19,340.81	4,851.38	34,371.00	*176,249.15
Avon,	592.50	184.20	103.14	935.27	-------	--------	--------	1,815.11	1,603.24	148.42	62.00	58.50	1,872.16
Berlin,	1,420.00	176.52	301.96	2,513.71	48.50	--------	302.13	4,762.82	3,846.40	626.08	128.37	68.60	*4,700.25
Bloomfield,	777.50	154.33	-------	1,585.04	--------	10.00	188.00	2,714.87	2,371.02	221.65	20.30	59.85	*2,684.82
Bristol,	2,512.50	269.00	85.00	6,705.33	860.57	31.20	1,601.29	12,064.89	7,174.57	1,425.07	1,772.34	383.41	*14,672.03
Burlington,	725.00	74.81	41.39	1,115.51	184.53	157.54	-------	2,298.78	1,977.87	133.99	132.52	54.40	2,298.78
Canton,	1,305.00	221.44	-------	3,361.34	2,100.00	40.00	40.00	7,067.78	5,719.41	645.87	65.11	113.50	*6,593.89
East Granby,	405.00	131.41	-------	853.85	--------	10.00	10.00	1,410.26	1,263.18	87.08	--------	40.00	*1,410.26
East Hartford,	1,955.00	370.58	-------	4,826.55	--------	10.00	392.88	7,555.01	6,219.94	726.87	377.76	456.99	*7,855.01
East Windsor,	2,057.50	310.96	51.67	5,197.71	1,240.00	--------	61.78	8,919.62	6,529.50	910.46	25.94	912.07	8,377.97
Enfield,	4,167.50	350.19	35.36	11,022.82	3,804.22	--------	60.36	19,440.45	11,259.90	1,541.05	285.32	1,781.52	*14,926.16
Farmington,	1,722.50	292.95	565.41	3,947.34	1,460.98	--------	57.41	8,046.59	6,011.30	759.51	527.05	434.14	*7,747.27
Glastonbury,	1,947.50	441.46	-------	3,380.84	1,939.78	60.00	12.03	7,781.61	5,144.20	551.25	224.86	491.30	*7,781.61
Granby,	947.50	296.12	-------	1,227.35	500.00	74.00	5.00	3,049.97	2,259.59	168.35	74.23	107.75	*3,125.92
Hartland,	385.00	188.00	-------	785.35	-------	10.00	--------	1,368.35	1,227.30	74.36	12.90	60.00	1,374.56
Manchester,	3,302.50	190.23	-------	6,530.63	38.04	85.49	--------	10,146.89	8,683.51	1,133.22	56.87	260.49	10,134.09
Marlborough,	262.50	66.61	124.04	399.25	--------	20.00	20.00	892.40	732.69	83.97	--------	27.74	*884.40
New Britain,	7,790.00	261.50	337.00	21,593.81	--------	--------	1,929.94	31,912.25	21,169.50	1,606.65	306.52	8,579.58	*31,912.25
Newington,	630.00	88.00	-------	723.05	--------	20.00	23.00	1,484.05	1,265.51	157.21	4.00	28.85	*1,495.57
Plainville,	970.00	-------	-------	2,729.14	--------	--------	45.32	3,744.46	3,028.00	497.46	114.00	105.00	3,744.46
Rocky Hill,	620.00	177.19	-------	814.03	--------	--------	--------	1,611 22	1,393.69	170.18	4.35	43.00	1,611.22
Simsbury,	1,195.00	253.51	45.30	2,268.69	692.19	--------	74.00	4,528.69	3,519.87	444.45	335.37	209.00	*4,528.69
Southington,	3,082.50	314.62	710.73	6,211.28	5,048.28	--------	569.80	15,937.21	10,455.11	1,101.40	4,629.11	163.75	*16,419.37
South Windsor,	985,00	246.45	34.70	3,089.40	-------	--------	45.89	4,401.44	3,918.25	324.72	88.61	135.91	*4,477.49
Suffield,	1,807.50	146.32	-------	4,128.01	471.00	10.00	10.70	6,573.53	5,146.00	828.11	366,24	337.02	6,681.37
West Hartford,	927.50	99.60	30.60	2,369.55	849.74	--------	532.17	4,809.16	3,199.32	469.69	147.73	501.78	4,318.52
Wethersfield,	917.50	214.62	1,006.10	1,697.88	252.94	--------	--------	4,089.04	3,106.00	336.32	138.83	156.76	3,737.91
Windsor,	1,945.00	233.21	-------	5,048.74	1,138.25	10.00	209.22	8,584.42	6,567.50	612.20	250.30	301.97	*7,756.97
Windsor Locks,	1,667.50	-------	-------	3,085.93	--------	--------	--------	4,753.43	3,923.20	780.23	--------	--------	*4,753.43
	$71,075.00	7,162.71	3,472.40	177,705.57	94,357.07	548.23	37,837.28	392,158.26	244,907.44	35,906.63	15,002.01	50,243.88	*364,131.58

☞ For explanations, see pages 127–129. * Including money for new school houses, and for Libraries and Apparatus, for which see pages 148 and 149.

NEW HAVEN COUNTY.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
							SCHOLARS.									TEACHERS.							
								Registered.						Av. Attend.		Male.		Female.		Wages, Month.			
TOWNS.	Population, 1870.	Grand List, 1876.	No. of Districts.	No. of Schools.	Departments.	Average Length.	Enum. Jan. '77.	W.	S.	Over 16.	Diff'nt Schol. Reg.	Private School.	In no School.	W.	S.	W.	S.	W.	S.	Male.	Fem.	Continuously Employed.	Beginners.
New Haven City,	49,575	----------	1	24	165	200.00	13,022	8,934	8,878	322	10,782	1,464	1,098	7,568	7,298	14	14	190	190	$210.66	$53.35	204	22
" Westville,	1,265	----------	1	1	7	203.00	319	254	242	5	280	6	38	196	196	1	1	6	6	100.00	42.50	7	1
" complete,	50,840	$53,329,464	2	25	172	200.12	13,341	9,188	9,120	327	11,062	1,470	1,136	7,764	7,494	15	15	196	196	203.28	53.02	211	23
Beacon Falls,	*	356,165	3	3	4	147.50	117	91	84	0	106	0	15	65	55	1	0	3	4	32.00	27.43	0	2
Bethany,	*1,135	299,863	5	5	5	151.00	107	99	79	10	114	1	7	64	51	1	0	4	5	35.00	27.30	2	1
Branford,	2,488	1,269,040	1	10	15	180.00	735	578	582	40	750	0	25	456	386	2	2	13	13	75.00	28.29	10	5
Cheshire,	2,344	1,317,812	12	12	14	150.00	575	432	359	25	513	40	18	310	265	4	3	10	11	39.76	30.24	14	3
Derby,	8,020	3,696,649	6	7	32	200.00	2,809	1,967	1,929	55	2,327	39	460	1,516	1,427	5	5	36	36	119.80	48.61	33	4
East Haven,	2,714	2,195,713	1	8	11	204.00	667	492	412	19	592	30	64	334	307	3	3	8	8	70.00	36.50	8	3
Guilford,	2,576	1,492,410	11	11	15	170.00	572	474	410	36	589	20	17	353	316	3	0	13	16	32.08	30.43	8	4
Hamden,	3,028	1,733,694	13	13	15	190.00	749	542	464	17	647	48	81	394	303	1	1	15	15	36.00	31.42	15	1
Madison,	1,814	838,334	13	13	13	147.89	388	365	268	24	402	14	9	253	200	4	0	9	13	37.75	31.39	6	2
Meriden,	10,495	8,700,429	12	12	44	199.43	3,556	2,269	2,136	1	2,750	700	105	1,762	1,749	7	7	38	38	122.86	48.42	40	5
Middlebury,	696	341,083	6	5	5	146.00	163	134	112	12	152	8	11	103	81	1	0	4	5	39.00	29.22	2	0
Milford,	3,405	1,192,608	1	6	11	198.00	647	511	445	57	566	44	94	408	349	1	1	11	11	130.00	31.66	9	3
Naugatuck,	2,830	1,535,358	6	6	15	196.67	851	678	595	4	749	28	80	504	451	2	2	13	13	130.00	35.69	14	3
N. Branford,	1,035	508,786	7	7	7	151.43	232	211	181	22	248	1	5	153	135	4	2	3	5	39.85	29.37	1	3
North Haven,	1,771	808,927	8	8	9	175.00	385	266	270	6	317	23	50	203	180	3	0	6	9	31.67	27.44	6	7
Orange,	2,634	1,976,347	8	9	16	191.86	731	546	441	23	634	49	61	425	326	2	0	14	14	44.00	38.79	12	5
Oxford,	*1,338	392,707	12	12	12	138.33	267	222	202	14	255	7	10	149	127	3	0	9	12	22.75	22.37	7	5
Prospect,	551	189,927	1	5	5	132.00	83	74	86	2	93	0	7	54	60	0	0	5	5	------	27.00	1	1
Seymour,	2,122	898,690	1	8	8	191.25	536	421	388	9	508	0	43	329	303	1	1	7	7	100.00	36.63	7	1
Southbury,	1,318	697,324	9	9	9	171.56	276	221	176	16	269	25	82	143	105	3	1	6	8	27.00	23.50	0	1
Wallingford,	3,676	2,364,967	9	12	18	166.40	1,002	847	816	19	927	16	76	593	505	2	2	16	16	65.00	37.75	17	0
Waterbury,	13,106	7,964,630	12	21	45	201.56	3,554	2,476	2,297	45	3,007	299	273	1,905	1,773	5	5	47	47	95.00	36.92	52	7
Wolcott,	491	227,817	6	6	6	148.33	93	80	78	3	99	0	4	56	51	1	0	5	6	32.00	31.53	6	0
Woodbridge,	830	465,886	6	6	6	173.17	172	161	141	13	189	1	2	118	100	0	0	6	6	------	42.87	6	4
25 TOWNS.	121,257	$94,794,630	171	239	512	186.83	32,608	23,345	22,071	799	27,865	2,863	2,735	18,414	17,099	74	50	497	519	$107.18	$42.90	487	93

* Beacon Falls was formed in 1871, mostly from Bethany, a small part from Oxford, Naugatuck and Seymour.

TOWNS.	25	26	27	28	29	30	31	32	33	34	35	36	37
	RECEIPTS.								EXPENSES.				
	School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Volunt'y Contribu-tions.	Other Sources.	Total.	Teachers' wages.	Fuel, etc.	Repairs.	Other Objects.	Total.
New Haven City,	$32,555.00	1,798.90	.....	51,987.48	93,370.60	.....	1,964.80	181,676.78	132,982.78	19,979 99	17,056.67	5,750.00	*206,416.38
" Westville,	797.50	46.44	.....	1,388 42	3,250.00	.....	.....	5,482.36	3,640.54	194.75	379.96	931.43	*5,178.18
" complete.	33,352.50	1,845.34	.....	53,375.90	96,620.60	.....	1,964.80	187,159.14	136,623.32	20,174.74	17,436.63	6,681.43	*211,594.56
Beacon Falls,	292.50	124.00	.....	541.25	50.00	.....	.....	1,007.75	807.86	115.39	25.00	59.50	1.007.75
Bethany,	267.50	113.84	.....	900.10	550.00	5.00	6.35	1,842 79	1,118.25	125.69	.....	37.50	*1,842.79
Branford,	1,837.50	210.00	50.40	4,418.08	.....	.....	.....	6,515.98	4,605.14	574.59	149 00	79.00	*6,516.18
Cheshire,	1.437.50	262.45	.....	2,141.04	112.18	3.00	15.00	3,971.17	3,479.25	273.29	113.73	104.90	3,971.17
Derby,	7,022.50	238.83	.....	10,961.17	13,303.05	.....	660.85	32.186.40	20,570.90	3,600.76	477.70	2,253.03	*30,590.39
East Haven,	1,667.50	185 38	.....	4,371.71	.....	.....	10.00	6,234.59	4,877 57	1.253.81	.....	90.00	*6,236.45
Guilford,	1,430.00	360.00	.....	3,098.10	61.00	10.00	176.15	5,135.25	4,328.39	441.21	118.62	247.03	5,135.25
Hamden,	1,872.50	256.73	34.80	3,663.52	.....	10.00	26.55	5,864.10	5,116.75	527.35	.....	200.00	*5,864.10
Madison,	970.00	300.00	.....	2,180.44	110.00	55.25	51.35	3,667.04	3,136.16	270.63	160.25	90.00	*3,667.04
Meriden,	8.890.00	263.20	.....	24,950.17	7,721.95	.....	560.64	42,385.96	26,912.69	3,297.02	770.63	6,651.48	*37,742.82
Middlebury,	407.50	126.00	.....	603.73	.....	14.50	16.55	1,168.28	1,038.50	69.60	25.18	35.00	1,168.28
Milford,	1,617.50	315.19	178.96	3,431.64	.....	.....	.....	5,543.29	4,779.50	598.80	81.99	83.00	5,543.29
Naugatuck,	2,127.50	74.40	.....	5,253.09	6,334.31	20.00	15.00	13,824.30	6,399.00	595.21	88.55	1,560.41	*12,511.91
North Branford,	580.00	168.28	29.57	1,097.15	.....	26 65	83.45	1,985.10	1,780.43	132.04	14.19	52.50	*1,994.66
North Haven,	962.50	230.46	37.50	1,295.64	.....	46.00	15.00	2,587.10	2,195.51	232.24	10.55	125.45	*2,599.75
Orange,	1,827.50	172 47	.....	4,454 13	.....	55.00	46.20	6,555.30	5,774.37	591.13	3.60	85.00	*6,550.30
Oxford,	667.50	251.52	76.59	1,006.44	.....	40.10	53.65	2,095.80	1,792.57	145.58	3 65	154.00	2,095 80
Prospect,	207.50	102.00	.....	638.75	.....	.....	.....	948.25	896.00	20.25	5.00	27.00	948.25
Seymour,	1,340.00	109.56	42.70	3,019.49	.....	.....	15.00	4,526.75	3,371.00	311.02	170.62	674.11	4,526.75
Southbury,	690.00	239.93	.....	1,251.36	31.00	.....	.....	2,212 29	1,950.67	162.62	31.00	68.00	2,212.29
Wallingford,	2,505.00	372.61	.....	3,583.07	9,010.22	9 50	513.29	15,993 69	6,252.98	639.88	191.10	6,897.41	13 981.37
Waterbury,	8.885.00	259.25	.....	8,185.75	13,201.60	.....	239.72	30,771.32	21,403 00	5,023.26	5,401.63	2,137.70	*34,058.59
Wolcott,	232.50	151.55	577.37	586.79	.....	43.51	10.00	1,601.72	1.390.58	121.63	28.51	36.00	*1,601.72
Woodbridge,	430.00	173.29	234.71	1,531.02	1,175.00	65.24	35.00	8,644.26	2,097.89	170.13	29.24	76 00	*3,644.26
	$81.520.00	6,906.28	1,262.60	146,539.53	148,280.91	403.75	4,514.55	389.427.62	272,698.28	39,467.87	25.336.37	28.505.45	*407,605.72

☞ For explanations, see pages 127–129. * Including money for new school houses, and for Libraries and Apparatus, for which see pages 148 and 149.

NEW LONDON COUNTY.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
							SCHOLARS.									TEACHERS.							
TOWNS.	Population, 1870.	Grand List, 1876.	No. of Districts.	No. of Schools.	Departments.	Av. Length.	Enum. Jan. '77.	Registered.			Diff'nt Schol. Reg.	Private Schools.	In no School.	Av. Attend.		Male.		Female.		Wages, Month.		Contin. Employed.	Beginners.
								W.	S.	Over 16.				W.	S.	W.	S.	W.	S.	Male.	Fem.		
New London,	9,576	$6,737,176	1	9	28	197.00	2,076	1,703	1,721	54	1,915	40	175	1,294	1,423	4	4	36	36	$117.50	$38.06	40	0
Norwich Town,	-----	----------	1	1	5	203.00	329	231	207	10	291	20	28	173	160	1	1	5	5	110.00	37.00	6	0
" Central,	-----	----------	1	6	26	200.00	1,513	1,034	1,043	12	1,252	105	168	913	932	2	2	28	28	150.00	50.89	26	2
" W. Chelsea,	-----	----------	1	4	14	200.00	938	721	715	3	815	15	111	544	535	2	2	14	15	75.00	30.08	16	1
" other Dist's,	-----	----------	9	10	13	191.67	2,110	1,355	1,305	9	1,627	145	350	1,090	1,055	5	4	28	29	81.57	33.66	31	3
" complete,	16,653	14,732,840	12	21	75	196.87	4,890	3,361	3,270	34	3,985	285	657	2,720	2,682	10	9	75	77	108.11	37.51	79	6
Bozrah,	984	610,638	7	6	6	151.67	332	224	215	11	305	0	50	148	158	3	1	3	5	32.65	30.13	1	2
Colchester,	3,383	1,452,299	13	14	18	179.72	673	552	496	36	714	7	39	406	390	6	3	12	15	51.44	28.19	10	4
East Lyme,	1,506	556,568	9	9	9	154.44	408	309	274	22	369	48	13	222	168	6	2	3	7	36.67	24.00	4	2
Franklin,	731	347,063	8	7	7	153.57	173	150	96	16	170	18	2	111	86	4	0	3	7	34.50	23.90	0	3
Griswold,	2,575	1,290,092	14	13	17	143.53	678	445	374	31	566	0	126	335	270	9	3	8	13	42.46	26.28	8	4
Groton,	5,124	2,090,743	10	10	18	185.28	1,143	898	787	45	1,083	34	68	626	560	9	5	11	13	57.48	32.51	16	3
Lebanon,	2,211	1,184,157	16	15	15	141.00	399	357	263	43	469	7	3	260	203	10	1	5	14	32.66	21.14	5	5
Ledyard,	1,392	531,466	14	14	14	137.62	342	314	219	28	368	0	10	239	161	8	0	6	13	29.19	18.65	1	4
Lisbon,	502	299,383	4	4	4	135.00	82	84	59	7	91	0	3	62	45	0	0	4	4	------	31.50	2	0
Lyme,	1,181	318,324	7	7	7	158.57	266	223	161	21	264	8	47	157	113	5	0	2	7	27.60	23.15	0	2
Montville,	2,495	1,113,040	12	12	14	154.00	513	452	400	36	548	0	12	334	282	6	1	8	12	45.14	33.47	7	2
No. Stonington,	1,759	769,860	15	15	15	136.00	427	386	321	46	458	0	15	292	264	14	1	1	14	31.02	17.55	1	1
Old Lyme,	1,362	491,954	8	8	8	170.88	344	281	211	9	318	34	29	188	120	4	0	4	8	38.75	20.22	4	6
Preston,	2,161	882,209	12	12	16	157.75	639	585	479	39	658	10	14	439	368	10	2	6	14	41.75	26.80	10	2
Salem,	717	313,777	8	8	8	140.63	167	148	99	14	169	0	15	96	71	1	0	7	8	29.00	24.96	1	3
Sprague,	3,463	1,207,252	5	4	8	178.75	936	297	290	29	411	289	259	233	207	4	3	4	5	64.76	32.00	5	1
Stonington,	6,313	5,153,169	16	16	30	182.10	1,657	1,303	1,144	44	1,514	116	177	978	822	9	4	21	26	67.08	34.09	25	2
Waterford,	2,482	1,017,490	11	11	12	140.83	572	483	380	32	555	5	48	335	261	4	1	8	11	47.00	32.74	10	3
20 TOWNS.	66,570	$41,999,500	202	215	329	170.65	16,717	12,555	11,259	597	14,930	901	1,762	9,475	8,654	126	40	227	309	$54.77	$31.88	229	55

	25	26	27	28	29	30	31	32	33	34	35	36	37
TOWNS.	RECEIPTS.								EXPENSES.				
	School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Voluntary Contributions.	Other Sources.	Total.	Teachers' Wages.	Fuel, etc.	Repairs.	Other Objects.	Total.
New London,	$5,190.00	654.90	2,390.96	17,253.95	.....	.....	111.36	25,601.17	18,287.94	2,595.94	728.33	3,082.56	*24,894.77
Norwich Town,	822.50	53.70	.....	1,100.50	2,054.31	.....	158.80	4,189.81	2,950.00	241.74	99.98	382.22	*4,420.69
" Central,	3.782.50	246.93	.....	4,810.80	14,489.50	.....	65.00	23,394.73	19.405.24	2,203.71	1,596.97	.....	*23,275.92
" W. Chelsea,	2,345.00	153.09	.....	3,031.36	4,693.13	.....	.....	10,222.58	6,012.00	732.23	1,295.88	1,881.73	*17,566.92
" other Dist's	5,275.00	344.36	.....	5,790.18	7.733.58	15.00	937.79	20,095.91	13,381.11	2,446.25	1,020.05	2,812.07	*21,289.93
" complete,	12,225.00	798 08	.....	14,732.84	28,970.52	15.00	1,161.59	57,903.03	41,748.35	5,623.93	4,012.88	5,076.02	*66,553.46
Bozrah,	830.00	166.50	.....	591.19	.....	.....	.....	1,587.69	1,408.00	131.69	.....	48.00	1,587.69
Colchester,	1,682.50	278.25	305.00	3,676.36	380.00	13.44	106.13	6,441.68	5,487.78	310.62	436.62	180.90	*6,428.06
East Lyme,	1,020.00	207.08	144.22	826.92	875.27	20.00	.....	3,093.49	2.033.50	180.70	655.81	138.00	3,008.01
Franklin,	432.50	127.47	178.25	672.75	145.00	.....	86.55	1,642.52	1,374.06	90.46	145.00	33.00	1.642.52
Griswold,	1,695.00	340.86	30.00	2,224.32	236.50	.....	.....	4,526.68	3,860.40	491.26	.....	167.02	4,518.68
Groton,	2,857.50	410.36	.....	5,093.73	831.09	.....	50.00	9,242.68	7.561.30	620.71	484.03	307.01	*9,742.65
Lebanon,	997 50	408.25	112.24	1,711.10	795.83	26.30	.....	4,051.22	2,880.93	229.08	171.07	267.77	*4,048.85
Ledyard,	855.00	360.48	80.96	1,054.39	151.79	6.98	2.00	2,511.60	2,241.88	162.72	21.50	85.50	2,511.60
Lisbon,	205.00	83.15	25.92	789.40	.....	.....	.....	1,103.47	952.27	110 70	.....	40.50	1,103 47
Lyme,	665.00	210.99	.....	471.37	.....	175.00	.....	1,522.36	1,382.16	89.24	.....	50.96	1,522.36
Montville,	1,282.50	253.23	.....	2,565.47	751.78	3.58	35.00	4,891.56	4,223.15	305.74	235.09	127.58	4,891.56
North Stonington,	1,067.50	409.59	31.59	1,454.15	500.00	15.00	15.00	3,492.83	2,645.62	200.71	500.00	116.50	*3,492.83
Old Lyme,	860.00	221.00	.....	628.12	10.25	.....	.....	1,719.37	1,557.25	98.00	2.42	61 70	1,719.37
Preston,	1,597.50	347.87	71.99	2,116.08	1,834.36	30.00	.....	5,997.80	4,152.84	384.07	101.13	180.00	4,818.04
Salem,	417.50	147.78	6.37	620.83	.....	48.44	.....	1,240.92	1,137.71	52 03	.....	51.18	1,240.92
Sprague,	2,340.00	154.05	12.18	804.21	.....	6.45	17.48	3,334.37	2,718.18	417.39	.....	135.90	*3,282.92
Stonington,	4,142.50	181.42	.....	9,038.08	8,242.56	39.00	291.92	21,935.48	11,892.27	918.04	293.36	2,671.21	*20,924.63
Waterford,	1.430.00	365.00	.....	1,948.73	1,790.58	16.60	77.00	5,627.91	3,334.29	268.71	1,740.53	206.05	*5,574.53
	$41,792.50	6,126.31	3,389.68	68,273.99	45,515.53	415.79	1,954.03	167,467.83	120,879.88	13,281.74	9,527 77	13,027.36	*173,506.92

☞ For explanations, see pages 127–129. * Including money for new school houses, and for Libraries and Apparatus, for which see pages 148–149.

FAIRFIELD COUNTY.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
							SCHOLARS.									TEACHERS.							
TOWNS.	Population, 1870.	Grand List, 1876.	No. of Districts.	No. of Schools.	Departments.	Av. Length.	Enum. Jan. '77.	Registered.			Diff'nt Schol. Reg.	Private Schools.	In no School.	Av. Attend.		Male.		Female.		Wages, Month.		Contin. Employed.	Beginners.
								W.	S.	Over 16.				W.	S.	W.	S.	W.	S.	Male.	Fem.		
Bridgeport,	*21,735	$12,549,275	1	13	64	202.00	5,864	4.224	4.096	148	4,735	397	900	3.247	3,166	7	7	75	76	$112.14	$45.42	77	5
Danbury,	8,753	5,458.427	12	12	39	196.00	2,379	1,847	1,783	67	2,175	89	372	1,512	1,360	4	3	37	38	85.57	41.97	30	5
Bethel,	2,311	905 781	6	6	10	200.00	616	518	489	5	597	0	0	377	342	2	2	8	8	82.00	39.25	8	0
Brookfield,	1,193	647.858	8	8	8	185.63	252	221	184	10	270	10	5	141	116	6	3	2	5	30.72	28.43	3	3
Darien,	1,808	1,733,067	5	5	7	202.86	420	313	250	8	361	18	72	195	155	4	3	4	5	52.16	34.00	7	1
Easton,	1,288	499,144	8	8	8	180.00	208	194	167	9	216	1	0	135	107	4	2	4	6	24.33	21.09	4	1
Fairfield,	*3,745	2,453,312	14	14	18	200.00	940	728	611	47	834	77	75	483	377	7	4	12	14	62.06	37.75	16	3
Greenwich,	7,644	3,611,587	19	19	25	200.00	1,924	1,311	1,095	33	1.502	183	269	827	733	7	5	20	20	58.33	44.03	25	2
Huntington,	1,527	1,035,266	12	12	14	184.29	479	433	393	10	505	13	3	276	259	4	2	10	12	47.11	28.28	7	4
Monroe,	1.226	550.892	7	7	7	191 43	257	201	166	6	218	12	31	126	102	2	0	5	7	26.00	26.86	3	2
New Canaan,	2,497	1 325,272	11	11	14	198.57	618	501	509	34	585	29	50	286	296	2	2	12	12	66.25	29.16	13	2
New Fairfield,	870	428,899	7	7	7	166.86	188	173	156	13	213	0	6	109	91	5	2	2	5	33.71	27.14	3	1
Newtown,	3,681	1,851.753	21	21	22	196.00	1,080	934	801	36	1,075	25	16	616	460	15	5	7	17	37.30	26.01	6	12
Norwalk,	12,119	6.558,766	11	12	43	203.30	3.276	2,358	2,274	74	2,883	160	307	1,822	1,674	8	8	41	41	102.38	42.80	43	4
Reading,	1,624	906,417	9	9	9	185.00	305	254	219	12	309	21	23	176	140	6	1	3	8	36.00	27.91	3	3
Ridgefield,	1,919	1,146.900	14	12	12	189.75	399	359	309	22	406	9	27	224	213	2	1	10	11	29.33	31.96	8	3
Sherman,	846	358,156	6	6	6	160.83	162	131	112	17	180	0	0	77	66	4	0	2	6	33 25	24.00	1	0
Stamford,	9,714	8,072,148	1	17	29	195.55	2,569	1,295	1,145	69	1,538	592	508	939	888	7	7	24	24	82.86	42.50	31	4
Stratford,	3,032	1,824,791	9	9	15	200.67	847	645	579	17	758	88	40	422	367	4	3	11	12	85.71	29.65	15	0
Trumbull,	1,335	650.359	6	6	6	195.33	286	193	182	11	235	27	35	124	108	2	1	4	5	38.73	31.73	4	0
Weston,	1,054	514,491	6	6	6	174.33	200	168	144	12	192	4	16	99	81	3	0	3	6	30.00	25.72	5	1
Westport,	3,361	2,211,113	10	10	10	192.50	807	508	392	16	598	113	112	350	233	8	6	3	5	53.30	28.78	9	3
Wilton,	1,994	737,089	10	10	10	176.60	431	372	320	17	422	19	25	229	197	5	3	6	8	28.13	24.73	2	2
23 TOWNS.	95,276	$56,030,763	213	240	389	194.89	24,507	17,881	16,376	693	20,807	1,887	2,892	12,792	11,531	118	70	305	351	$60.09	$35.07	323	61

* In 1870, a part of Fairfield, having a population of about 1,900, was annexed to Bridgeport. This transfer is accordingly made in the figures given above.

	25	26	27	28	29	30	31	32	33	34	35	36	37
TOWNS.	RECEIPTS.								EXPENSES.				
	School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Volunt'y Contributions.	Other Sources.	Total.	Teachers' Wages.	Fuel, etc.	Repairs.	Other Objects.	Total.
Bridgeport,	$15,235.00	431.49	168.00	44,483.25	.....	.....	583.88	60,901.62	42,958.35	8,304.13	3,358.25	5,289.93	*60,771.35
Danbury,	5,947.50	526.04	952.40	14,394 50	746.75	48.00	1,770.79	24,385.98	18,130.54	2,579.82	1,310.46	3,791.57	*26,256.11
Bethel,	1,540.00	186.16	12.54	3,506.56	182.47	20.00	20.00	5,467.73	4,668.10	449.55	180.58	104.96	*5,440.69
Brookfield,	630.00	258.48	.....	1,476.47	.....	.....	9.40	2,374.35	2,118.40	200.17	3.50	50.00	2,372.07
Darien,	1,050.00	195.44	.....	1,709.54	90.00	.....	.....	3,044.98	2,857.42	277.45	137.50	75.00	3,347.37
Easton,	520.00	139.38	187.28	1,200.45	.....	9.00	.....	2,056.11	1,815.08	167.18	.....	53.50	2,035.76
Fairfield,	2,350.00	493 38	352.80	6,835.30	6.00	52.85	20.00	10,110.33	8,206.49	1,440.30	94.44	295.50	*10,110.33
Greenwich,	4,810.00	585.61	54.60	7,548.87	535.60	50.00	149.63	13,734.31	12,130.00	907.90	268.12	428.29	13,734.31
Huntington,	1,197.50	242.00	92.92	3,279.40	616.58	15.00	.....	5,443.40	4,556.77	311.08	141.46	500.03	*5,522.84
Monroe,	642.50	227.61	.....	976.14	6.05	.....	.....	1,852.30	1,696.17	113.80	.....	46.00	1,855.97
New Canaan,	1,545.00	206.00	36.30	3,175.41	.....	.....	10.43	4,973.14	4,576.70	413.37	18.93	79.04	5,088.04
New Fairfield,	470.00	144.00	.....	1,231.55	90.00	63.46	20.85	2,019.86	1,662.40	129.06	113.54	141.27	2,046.27
Newtown,	2,700.00	556.51	243.49	3,991.00	3,550.00	.....	.....	11,041.00	6,781.40	509.60	3,550.00	200.00	11,041.00
Norwalk,	8,190.00	472.62	256.00	16,899.85	4,773.33	369.18	203.00	31,163.98	25,270.98	2,263.36	1,022.88	5,599.57	*34,366.02
Reading,	762.50	259.81	25.00	2,129.02	.....	.....	126.83	3,303.16	2,861.21	187.75	59.50	194.70	3,303.16
Ridgefield,	997.50	350.00	.....	2,165.63	1,024.50	85.00	85.00	4,707.63	3,188.54	260.19	.....	136.00	*4,707.63
Sherman,	405.00	144.00	.....	833.91	.....	15.00	.....	1,397.91	1,274.91	83.00	.....	40.00	1,397.91
Stamford,	6,422.50	673.65	150.00	25,718.98	.....	.....	100.00	33,065.13	16,352.76	2,013.22	89.26	3,107.79	*33,065.13
Stratford,	2,117.50	279.55	168.00	4,653.50	226.11	.....	33.51	7,478.17	6,416.95	646.63	99.45	1,142.04	8,305.07
Trumbull,	715.00	192.00	43.00	1,327.10	54.40	.....	.....	2,331.50	2,048.05	191.40	97.86	40.00	2,377.31
Weston,	500.00	180.00	.....	857.72	.....	.....	15.00	1,552.72	1,414.06	86.56	.....	51.00	1,551.62
Westport,	2,017.50	336.54	25.00	2,861.56	.....	.....	.....	5,240.60	4,769.56	311.59	.....	160.00	5,241.15
Wilton,	1,077.50	323.15	.....	1,531.03	814.54	11.00	14.00	3,771.22	2,625.75	231.54	630.00	116.00	*3,619.29
	$61,842.50	7,403.42	2,767.33	152.786.74	12,716.33	738.49	3,162.32	241,417.13	178,380.59	22,079.15	11,175.73	21,642.19	*247,556.40

☞For explanations, see pages 127–129. * Including money for new school houses, and for Libraries and Apparatus, for which see pages 148 and 149.

WINDHAM COUNTY.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
							SCHOLARS.									TEACHERS.							
TOWNS.	Population, 1870.	Grand List, 1876.	No. of Districts.	No. of Schools.	Depart-ments.	Av. Length.	Enum. Jan. '77.	Registered.			Diff'nt Schol. Reg.	Private Schools.	In no School.	Av. Attend.		Male.		Female.		Wages, Month.		Contin. Employed.	Beginners.
								W.	S.	Over 16.				W.	S.	W.	S.	W.	S.	Male.	Fem.		
Brooklyn,	2,354	$1,572,171	9	9	13	161.83	521	343	275	47	413	37	131	277	228	6	3	7	9	$55.35	$31.85	8	3
Ashford,	1,241	354,949	10	10	10	148.33	252	207	179	33	279	0	2	162	135	8	1	1	10	31.33	24.15	4	1
Canterbury,	1,543	591,857	11	11	11	147.27	309	291	230	17	348	0	15	211	176	5	1	6	10	34.71	24.38	1	3
Chaplin,	704	257,424	4	4	4	145.50	143	128	104	14	154	0	3	98	81	2	2	2	2	36.00	23.38	3	0
Eastford,	984	256,067	8	8	8	132.50	209	198	147	25	234	0	18	156	110	3	0	5	8	31.11	23.56	2	4
Hampton,	891	453,180	7	7	7	150.00	187	197	133	27	234	0	0	149	98	4	0	3	7	29.88	21.20	3	1
Killingly,	5,712	2,230,497	15	15	24	185.42	1,527	941	899	81	1,268	28	345	732	678	9	6	15	20	64.36	38 85	19	5
Plainfield,	4,521	2,064,961	13	13	16	170.31	1,055	600	552	28	798	94	210	439	398	10	3	7	13	46.56	32.20	7	5
Pomfret,	1,488	791,757	8	8	8	143.75	288	229	200	22	279	5	26	169	154	4	1	4	7	36.75	24.30	5	4
Putnam,	4,192	2,126,586	6	7	15	177.00	1,438	466	425	53	628	426	437	399	373	5	5	10	10	91.22	38.48	15	1
Scotland,	643	377,058	5	5	5	146.00	98	104	62	18	115	0	6	83	51	1	0	4	5	40.00	24.74	1	1
Sterling,	1,022	366,788	9	9	9	141.67	250	207	189	14	249	0	24	152	135	5	0	4	9	29.50	24.77	3	3
Thompson,	3,804	1,936,650	13	13	16	150.63	1,201	597	503	32	798	76	359	486	407	5	2	12	15	46.05	35.62	13	4
Voluntown,	1,052	223;150	9	9	9	125.00	288	202	155	14	264	14	27	143	119	7	0	2	9	39.00	25.76	3	6
Windham,	5,412	3,381,096	11	11	26	179.62	1,536	1,140	1,093	80	1,469	33	100	897	812	9	5	19	24	78.70	33.75	23	4
Woodstock,	2,955	1,112,973	17	17	17	145.66	589	482	360	50	611	19	5	382	266	11	1	6	15	36.61	24.84	2	1
16 TOWNS.	38,518	$18,097,164	155	156	198	159.42	9,891	6,332	5,506	555	8,141	732	1,708	4,935	4,221	94	30	107	173	$51.10	$30.65	112	46

	25	26	27	28	29	30	31	32	33	34	35	36	37
	RECEIPTS.								EXPENSES.				
TOWNS.	School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Volunt'y Contributions.	Other Sources.	Total.	Teachers' Wages.	Fuel, etc.	Repairs.	Other Objects.	Total.
Brooklyn,	$1,302.50	202.77	24.60	3,208.89	1,014.00	10.00	81.14	5,843.90	4,340.59	477.63	530.09	877.72	*6,246.03
Ashford,	630.00	168.60	------	1,493.93	27.50	20.50	--------	2,340.53	2,131.22	106.95	7.00	93.50	2,338.67
Canterbury,	772.50	99.25	19.20	1,599.51	445.18	22.16	--------	2,957.80	2,272.52	177.54	442.68	60.00	2,952.74
Chaplin,	357.50	124.36	------	539.32	--------	--------	29.33	1,050.51	930.59	66.59	--------	53.33	1,050.51
Eastford,	522.50	220.17	------	698.98	--------	10.50	--------	1,452.15	1,318.95	84.70	--------	48.50	1,452.15
Hampton,	467.50	180.21	22.00	736.44	--------	11.30	35.00	1,452.45	1,308.40	102.75	11.30	30.00	1,452.45
Killingly,	3,817.50	461.82	------	7,931.98	6,043.86	--------	254.33	18,509.49	10,816.50	1,385.56	125.28	598.38	*16,093.22
Plainfield,	2,637.50	371.05	------	2,953.48	18.00	5.75	--------	5,985.78	5,269.59	430.94	18.00	267.25	5,985.78
Pomfret,	720.00	272.50	13.17	1,021.96	26.00	28.00	15.00	2,096.63	1,772.05	152.80	74.28	64.50	*2,096.63
Putnam,	3,595.00	259.04	13.98	4,581.14	1,342.15	10.00	10.00	9,811.31	7,464.82	1,040.90	201.31	332.50	*9,067.28
Scotland,	245.00	66.39	28.00	835.04	--------	--------	--------	1,174.43	1,056.76	87.67	--------	30.00	1,174.43
Sterling,	625.00	191.00	------	1,110.53	400.00	--------	--------	2,326.53	1,740.00	132.53	400.00	54.00	2,326.53
Thompson,	3,002.50	137.34	------	2,356.45	138.05	--------	8.59	5,642.93	4,957.96	405.87	120.00	255.00	5,738.83
Voluntown,	720.00	200.82	------	820.68	--------	10.00	--------	1,751.50	1,600.25	95.25	--------	56.00	1,751.50
Windham,	3,840.00	490.66	63.89	5,911.52	6,507.31	59.00	705.23	17,577.61	11,463.83	1,326.77	1,728.42	1,303.34	*15,948.02
Woodstock,	1,472.50	449.51	54.10	2,037.56	810.20	10.00	14.46	4,848.33	3,577.44	352.44	826.32	140.00	*4,916.20
	$24,727.50	3,895.49	238.94	37,837.41	16,772.25	197.21	1,153.08	84,821.88	62,021.47	6,426.89	4,484.68	4,264.02	*80,590.97

☞ For explanations, see pages 127–129. * Including money for new school houses, and for Libraries and Apparatus, for which see pages 148 and 149.

LITCHFIELD COUNTY.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
							SCHOLARS,									TEACHERS,							
TOWNS.	Population. 1870.	Grand List, 1876.	No. of Districts.	No. of Schools.	Departments.	Av. Length.	Enum. Jan. '77.	Registered.			Diff'nt Schol. Reg.	Private schools.	In no School.	Av. Attend.		Male.		Female.		Wages, Month.		Contin. Employed.	Beginners.
								W.	S.	Over 16.				W.	S.	W.	S.	W.	S.	Male.	Fem.		
Litchfield,	3,113	$1,935,710	20	20	20	152.75	712	528	457	49	665	66	66	365	290	12	1	8	19	$35.87	$26.92	.5	4
Barkhamsted,	1,439	472,671	11	11	11	132.73	298	227	214	18	289	1	18	155	158	4	0	7	11	27.50	23.33	4	6
Bethlehem,	750	483,138	8	8	8	155.63	131	110	77	10	139	2	10	82	60	3	0	5	6	29.00	21.68	2	2
Bridgewater,	877	469,369	5	5	6	175.50	203	172	150	8	214	12	10	129	106	3	0	3	6	38.00	24.63	2	2
Canaan,	1,257	614,912	10	10	10	150.00	261	180	158	8	239	14	22	126	128	4	0	6	10	25.37	24.28	5	5
Colebrook,	1,141	516,798	10	10	11	145.45	302	269	257	11	320	0	39	202	180	3	0	8	11	33.93	25.12	3	4
Cornwall,	1,772	689,530	15	15	15	172.28	424	323	257	37	388	36	37	255	189	7	0	8	13	33.43	24.97	6	6
Goshen,	1,223	807,432	12	11	11	157.73	268	207	188	9	253	4	23	143	116	8	1	3	10	30.04	21.04	3	6
Harwinton,	1,044	500,270	12	12	12	143.33	228	199	164	13	233	4	4	148	126	3	0	9	12	29.52	24.32	1	0
Kent,	1,744	522,411	13	13	13	169.77	397	306	260	20	378	22	12	192	151	12	1	1	12	28.12	20.77	1	9
Morris,	701	375,147	6	5	5	159.20	148	122	97	15	158	1	4	86	'75	4	1	1	4	31.68	26.70	0	1
New Hartford,	3,078	1,100,465	10	10	14	163.00	803	523	478	13	655	5	150	394	332	7	2	6	12	46.22	28.00	8	6
New Milford,	3,586	2,119,900	18	18	21	194.82	832	690	584	52	790	55	47	460	354	12	1	8	19	41.21	27.27	4	3
Norfolk,	1,641	747,610	13	11	12	141.08	346	316	267	25	368	0	7	210	189	2	1	10	11	39.33	28.02	9	3
North Canaan,	1,695	707,620	5	5	7	171.00	474	341	255	28	412	51	39	246	183	4	1	3	6	36.60	29.89	3	4
Plymouth,	*4,149	1,064,933	9	9	14	174.93	555	438	413	23	521	0	55	339	321	3	4	10	9	68.89	34.34	8	6
Roxbury,	919	505,230	7	7	7	152.36	171	158	134	14	188	0	0	90	76	3	0	4	7	26.19	18.30	0	3
Salisbury,	3,303	2,037,580	14	14	17	199.00	984	634	546	23	823	115	84	420	363	3	2	14	15	47.00	31.76	13	2
Sharon,	2,441	1,309,715	18	18	18	200.00	552	436	396	37	537	34	18	281	231	7	2	11	16	26.44	26.15	10	4
Thomaston,	*	1,300,684	1	4	10	176.00	533	372	375	28	506	1	54	308	309	3	3	6	7	61.48	37.15	7	2
Torrington,	2,893	1,517,133	10	10	15	178.00	821	625	536	35	758	0	106	467	404	2	1	14	15	88.89	36.05	9	0
Warren,	673	270,869	7	6	6	156.00	172	124	114	13	165	0	9	81	65	4	0	2	6	24.99	23.23	1	2
Washington,	1,563	957,635	12	12	12	167.00	324	264	218	15	311	29	7	178	157	6	1	6	11	33.43	23.09	1	0
Watertown,	1,698	1,612,833	9	9	10	162.05	362	316	280	31	385	17	8	249	207	3	0	8	10	44.50	32.61	7	1
Winchester,	4,096	2,985,483	8	8	15	188.00	1,010	618	584	39	753	200	97	494	461	4	2	13	15	103.17	45.21	15	0
Woodbury,	1,931	1,162,396	14	14	14	167.86	393	332	278	20	392	12	9	246	185	4	2	10	12	33.67	24.54	11	2
26 TOWNS.	48,727	$26,787,474	277	275	314	168.39	11,704	8,830	7,737	594	10,840	681	935	6,346	5,416	130	26	184	285	$40.70	$28.32	138	83

*Thomaston was formed from Plymouth in 1875.

	25	26	27	28	29	30	31	32	33	34	35	36	37
	RECEIPTS.								EXPENSES.				
TOWNS.	School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Volunt'y Contributions.	Other Sources.	Total.	Teachers' Wages.	Fuel, etc.	Repairs.	Other Objects.	Total.
Litchfield,	$1,780.00	527.90	96.00	2,657.64		98.38	181.21	5,341.13	4,626.21	351.07	49.91	303.16	*5,364.28
Barkhamsted,	745.00	264.24		1,088.32	279.40	26.59	10.00	2,413.55	1,937.66	158.00	27.89	290.00	2,413.55
Bethlehem,	327.50	141.61	15.96	958.77	632.00			2,075.84	1,296.17	105.67	632.00	42.00	2,075.84
Bridgewater,	507.50	152.87	11.70	857.41	500.00	21.67	37.74	2,088.89	1,366.82	121.32	503.00	40.00	*2,088.89
Canaan,	652.50	180.01		1,224.24		144.00		2,200.75	1,899.50	170.25	39.00	92.00	2,200.75
Colebrook,	755.00	382.00	102.25	1,231.75	34.43	1.23		2,506.66	2,093.90	215.76		66.00	2,375.66
Cornwall,	1,060.00	185.50	16.80	1,802.44	200.00	440.00		3,704.74	3,096.56	267.18	217.00	124.00	3,704.74
Goshen,	670.00	229 02	113.73	1,198.72	73.67	10.00	324.63	2,619.77	2,218.00	173.35	48.10	156.79	*2,616.24
Harwinton,	570.00	280.86		1,419.91	300.00			2,570.77	2,055.27	152.46	300.00	66.00	2,573.73
Kent,	992.50	308.35		1,474.05	69.48	182.85		3,027.23	2,641.59	195.07	23.75	166.82	3,027.23
Morris,	370.00	133.02		644.47		5.60	9.20	1,162.29	976.41	105.45		69.50	*1,161.96
New Hartford,	2,007.50	249.68		2,501.33		10.00	240.14	5,008.65	4,075.51	532.39	110.81	395.41	*5,129.12
New Milford,	2,080.00	465.30	192.00	4,479.29		127.09	92.75	7,436.43	6,507.32	735.86		138.25	*7,426.43
Norfolk,	865.00	228.63	105.46	1,580.41	150.15	24.00	7.40	2,961.05	2,528.50	214.59	29.46	109.75	2,882.30
North Canaan,	1,185.00	174.59		785.41	4,500.00	21.00	5.00	6,671.00	1,936.25	163.75	10.00	45.00	*7,171.00
Plymouth,	1,387.50	178.03		4,054.64	582.07	15.00	62.90	6,280.14	5,137.75	342.06	622.42	181.87	*6,330.60
Roxbury,	427.50	172.80		660.57		25.00		1,285.87	1,086.65	120.76	26.46	42.00	*1,285.87
Salisbury,	2,460.00	198.01	38.57	3,913.22				6,609.80	5,767.47	631.45	69.63	141.25	6,609.80
Sharon,	1,380.00	402.96	51.20	3,388.56				5,222.72	4,694,20	388.52		140.00	5,222.72
Thomaston,	1,332.50	159.03		3,168.71			44.50	4,704.74	4,007.26	522.48	91.00	84.00	4,704.74
Torrington,	2,052.50	254.42		4,667.17	141.97	109.85	278.17	7,504.08	6,161.17	475.87	326.29	390.75	*7,504.08
Warren,	430.00	151.94		657.58		20.60		1,260.12	1,103.34	121.78		35.00	1,260.12
Washington,	810.00	249.79		1,542.79	113.00	365.53		3,081.11	2,470.34	210.84	278.93	121.00	3,081.11
Watertown,	905.00	269.15		2,149.71	26.00	17.20		3,367.06	2,931.78	283.28	5.50	146 50	3,367.06
Winchester,	2,525.00	219.05		7,557.88		39.65	136.44	10,478.02	9,192.80	995.63	673.74	1,289.36	*12,191.53
Woodbury,	982.50	366.86	12.00	2,120.28	250.00			3,731.64	3,075.96	305.68	250.00	100.00	3,731.64
	$29,260.00	6,525.62	755.67	57,785.27	7,852.17	1,705.24	1,430.08	105.314.05	84,884.39	8,060.52	4,334.89	4,776.41	*107,510.99

☞ For explanations, see pages 127–129. * Including money for new school houses, and for Libraries and Apparatus, for which see pages 148 and 149.

MIDDLESEX COUNTY.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
							SCHOLARS									TEACHERS.							
TOWNS.	Population, 1870.	Grand List, 1876.	No of Districts.	No. of Schools.	Departments.	Av. Length.	Enum. Jan. '77.	Registered.			Diff'nt Schol. Reg.	Private Schools.	In no School.	Av. Attend.		Male.		Female.		Wages, Month.		Contin. Employed.	Beginners.
								W.	S.	Over 16.				W.	S.	W.	S.	W.	S.	Male.	Fem.		
Middletown.	4,203	----------	18	18	22	182.00	1,116	905	877	57	1.093	58	29	670	639	5	2	18	20	$39.90	$34.80	19	6
" City,	6,923	----------	1	3	22	206.00	1,415	857	751	78	1,048	363	94	682	670	3	3	19	19	135.00	46.57	22	0
" complete,	11,126	$9,099,047	19	21	44	194.00	2,531	1,762	1,628	135	2,141	421	123	1,352	1,309	8	5	37	39	83.79	40.69	41	6
Haddam,	2,071	793,891	14	13	14	159.29	504	368	325	13	417	26	51	264	224	5	1	9	13	33.90	26.67	5	4
Chatham,	2,771	649,593	11	11	14	172.16	518	409	348	22	463	14	61	311	184	3	2	11	12	65.00	24.61	11	5
Chester,	1,094	434,622	4	4	5	180.00	253	199	177	15	242	12	14	154	147	1	0	4	5	40.00	35.81	4	1
Clinton,	1,404	639,085	1	4	10	192.60	319	290	281	41	337	0	21	253	242	2	2	9	9	140.00	37.44	11	0
Cromwell,	1,856	747,898	5	6	7	180.00	430	361	324	28	437	0	21	274	212	2	1	5	6	67.78	37.45	6	1
Durham,	1,086	477,601	6	6	6	171.67	206	180	133	9	197	18	12	130	92	2	0	4	6	32.00	26.70	1	5
East Haddam,	2,951	1,293,435	17	17	19	168.95	672	563	471	20	671	18	22	435	337	10	2	9	17	39.23	29.17	9	7
Essex,	1,669	1,229,818	1	6	6	190.00	344	252	222	7	290	24	30	190	176	2	0	5	6	40.00	35.00	4	0
Killingworth,	856	245,311	8	8	8	143.13	158	144	101	14	165	0	7	118	85	3	0	5	8	29.67	23.62	4	2
Middlefield,	1,053	584,496	4	4	5	187.00	200	155	145	9	181	6	22	125	110	0	0	5	5	-----	36.55	5	0
Old Saybrook,	1,215	672,669	1	4	4	180.00	310	167	129	2	199	60	53	105	80	4	0	0	4	40.00	32.00	3	2
Portland,	4,693	2,087,668	6	7	15	198.67	958	716	667	16	774	36	153	515	522	2	3	14	13	82.60	42.33	15	0
Saybrook,	1,267	748,076	1	5	5	195 00	238	196	192	13	218	15	18	165	150	3	2	2	3	45.00	40.00	1	1
Westbrook,	987	514,372	7	7	7	145.00	162	133	135	7	158	18	0	108	83	3	0	4	7	36.00	25.89	2	2
15 TOWNS.	36,099	$20,217,582	105	123	169	178.77	7,803	5,895	5,278	351	6,890	668	608	4,499	3,953	50	18	123	153	$59.28	$34.72	122	36

TOWNS.	25	26	27	28	29	30	31	32	33	34	35	36	37
	RECEIPTS.								EXPENSES.				
	School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Voluntary Contributions.	Other Sources.	Total.	Teachers' Wages.	Fuel, etc.	Repairs.	Other Objects.	Total.
Middletown,	$2,790.00	361.77	.....	4,089.16	.....	.....	60.37	7,301.30	7,297.45	535.10	116.69	475.80	8,425.04
" City,	3,537.50	458.68	40.66	2.000.00	9,179.77	.....	1,181.30	16,397.91	12,999.00	1,245.05	465.75	7,896.50	*22,772.49
" complete,	6,327 50	820.45	40.66	6,089 16	9,179.77	.....	1,241.67	23,699.21	20,296.45	1,780.15	582.44	8,372.30	*31,197.53
Haddam,	1,260.00	466.15	.....	1,652.09	354 52	110.67	16.00	3,859.43	3,074.97	270.04	25.67	100.00	3,470.68
Chatham,	1,295.00	348.69	.....	2.087.80	505.00	162.70	152.00	4.551.19	3,992.80	389.13	12.40	115.76	4,510.09
Chester,	632.50	125 00	.....	1.015.90	169 36	.....	.....	1.942.76	1,527.50	184.49	175.86	54.91	1,942.76
Clinton,	797 50	209.32	30 95	1,235.52	.....	.....	60.00	2,333.29	2,199.80	52.99	14.58	5 92	*2,333 29
Cromwell	1,075.00	24.00	.....	2,114.13	.....	.....	.....	3,213.13	2,840.00	263.94	30.69	78.50	3,213.13
Durham,	515 00	132.65	128.12	880.71	620.00	7.00	5.00	2,288.48	1,413.00	165.22	23.06	72.60	*2,285.88
East Haddam,	1,535.00	328.34	42.00	3.255.94	1,242.60	54.50	11.66	6,470.04	5,159.95	438.96	352.05	252.59	*6,213.55
Essex,	835.00	469.18	99.75	1,213.50	.....	14.00	15.00	2,646.43	2,185.75	143.39	57.99	229.30	*2,646.43
Killingworth,	395.00	130 84	10.00	1,041.18	27.18	.....	.....	1.604.20	1,413.13	136 07	.....	55.00	1,604.20
Middlefield	500.00	90.49	46.00	1,338.87	214 32	29.70	.....	2,219.38	1,708.00	147.16	311.72	31.50	2,198.38
Old Saybrook,	775.00	135.00	21.00	600 04	.....	.....	.....	1,531.04	1,296.00	110.60	86.98	37.46	1,531.04
Portland.	2,395 00	285.80	125.00	6,222.18	3,580.93	94.00	1,975.00	14,677.91	7,790.00	961.40	76.24	266.40	*14,466.65
Saybrook,	595.00	177.17	.....	1,677.76	.....	.....	.....	2.449.93	1,928.25	326.56	108.37	86.75	2,449.93
Westbrook,	405.00	150.00	.....	920.93	.....	.....	58.50	1,534.43	1,402.50	90.41	.....	54.00	1,546.91
	$19,337.50	3,893.08	543 48	31,345 71	15,893 68	472.57	3,534.83	75,020.85	58.228.10	5,460.51	1.858.05	9,812.99	*81,610.45

☞ For explanations, see pages 127–129. * Including money for new school houses, and for Libraries and Apparatus, for which see pages 148 and 149.

TOLLAND COUNTY.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
							SCHOLARS.									TEACHERS.							
TOWNS.	Population, 1870.	Grand List, 1876.	No. of Districts.	No. of Schools.	Departments.	Av. Length.	Enum. Jan. '77.	Registered.			Diff'nt Schol'rs. Reg.	Private Schools.	In no School.	Av. Attend.		Male.		Fem.		Wages, Month.		Contin. Employed.	Beginners.
								W.	S.	Over 16.				W.	S.	W.	S.	W.	S.	Male.	Fem.		
Tolland,	1,216	$363,032	12	12	12	128.26	294	275	187	17	305	0	7	203	144	7	0	5	9	$28.93	$23.57	4	6
Andover,	461	243,968	4	4	4	132.50	80	75	66	9	102	2	5	49	52	4	0	0	4	29.79	19.50	0	4
Bolton,	576	218,908	5	4	4	153.75	124	107	88	12	130	0	19	90	67	1	0	3	4	37.00	29.26	2	1
Columbia,	891	303,627	7	7	7	144.29	211	179	121	16	213	0	21	138	97	4	1	3	6	31.60	21.94	0	1
Coventry,	2,057	779,239	10	10	12	157.08	475	341	314	20	493	0	6	258	210	8	1	4	11	46.44	27.62	8	8
Ellington,	1,452	734,717	9	9	9	155.11	270	207	175	14	262	1	21	168	143	2	0	7	9	32.00	31.53	5	6
Hebron,	1,279	492,897	11	10	10	142.00	276	223	205	15	270	1	24	181	157	5	0	5	10	29.17	24.73	2	0
Mansfield,	2,401	679,138	15	14	14	144.29	418	324	268	31	396	6	47	269	205	7	1	7	13	32.08	30.00	6	2
Somers,	1,247	615,022	10	10	11	138.64	254	209	181	6	248	7	8	168	146	1	0	10	11	52.00	31.41	5	4
Stafford,	3,405	1,222,841	17	17	21	136.19	902	526	526	29	696	131	123	439	437	9	2	12	19	29.64	29.27	14	8
Union,	627	184,094	6	6	6	130.83	134	98	92	8	117	10	19	72	71	*0	0	6	6	-----	28.00	4	1
Vernon,	5,446	2,528,021	8	8	26	180.00	1,746	1,224	1,209	51	1,618	0	201	992	978	4	3	24	24	122.95	39.47	21	1
Willington	942	263,930	9	9	9	136.69	255	215	193	18	268	4	4	162	143	2	1	7	8	28.00	25.79	5	2
13 TOWNS.	22,000	$8,629,434	123	120	145	148.24	5,439	4,003	3,625	246	5,118	162	505	3,189	2,850	54	9	93	134	$43.24	$30.33	76	44

	25	26	27	28	29	30	31	32	33	34	35	36	37
	RECEIPTS.								EXPENSES.				
TOWNS.	School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Volunt'y Contribu-tions.	Other Sources.	Total.	Teachers' Wages.	Fuel, etc.	Repairs.	Other Objects.	Total.
Tolland,	$735.00	310.41	------	1,012.53	300.00	5.00	6.25	2,369.19	1,834.82	172.83	258.52	179.74	*3,090.61
Andover,	200.00	115.66	10.05	488.22	--------	--------	------	813.93	716.26	70.67	--------	27.00	813.93
Bolton,	310.00	114.65	------	502.35	--------	31.09	-------	958.09	855.92	58.92	18.25	25.00	958.09
Columbia,	527.50	148.25	19.67	738.62	--------	10.00	-------	1,444.04	1,301.61	97.43	--------	45.00	1,444 04
Coventry,	1,187.50	213.18	71.98	2,166.08	--------	12.00	-------	3,650.74	3,206.68	301.26	2.00	140.80	3,650.74
Ellington,	675.00	269.07	101.71	1,445.69	20.87	68.00	-------	2,580.34	2,278.15	225.67	6.02	70.50	2,580.34
Hebron,	690.00	107.67	62.00	1,243.27	599.12	--------	147.25	2,849.31	1,870.20	162.14	7.16	77.77	2,117.27
Mansfield,	1,045.00	410.00	30.00	1,807.93	13.50	68.03	13.50	3,387.96	2,973.91	286 03	25.50	95.00	*3,400.44
Somers	635.00	255.42	------	1,891.76	57.00	16.00	--------	2,855.18	2,507.50	185.00	57.00	105.68	2,855.18
Stafford,	2,255.00	225.37	14.31	2,410.45	184.55	--------	16.23	5,105.91	4,327.33	387.51	209 67	263.00	5,187.51
Union,	335.00	109.92	------	827.58	178.36	8.60	5.30	1,464.76	1,108.50	67.90	178.36	100.00	*1,464.76
Vernon,	4,365.00	181.36	14.80	9,400.44	5,608.55	40.00	188.23	19,798.38	12,221.10	1,310.93	1,033.30	2,137,78	*16,833.40
Willington,	637.50	165.05	------	894.12	1,600.00	15.00	1.55	3,313.22	1,480.15	115.52	1.55	116.00	*3,313.22
	$13,597.50	2,626.01	324.52	24,829.04	8,561.95	273.72	378.31	50,591.05	36.682.13	3,441.81	1,797.33	3,383.27	*47,709.53

☞For explanations, see pages 127-129. * Including money for new school houses, and for Libraries and Apparatus, for which see pages 148 and 149.

SUMMARY BY COUNTIES.

	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
							SCHOLARS.									TEACHERS.							
TIES.	Population, 1870.	Grand List, 1876.	No. of Districts.	No. of Schools.	Departments.	Average Length.	Enum. Jan. '77.	Registered.			Diff'nt Schol. Reg.	Private Schools.	In no School.	Av. Attendance.		Male.		Female.		Wages per Month.		Continuously Employed.	Beginners.
								W.	S.	Over 16.				W.	S.	W.	S.	W.	S.	Male.	Fem.		
rd,	109,007	$86,128,922	241	261	474	180.06	28,430	20,816	18,993	1,059	24,617	2,286	2,720	16,082	14,864	107	62	387	430	$ 89.80	$ 40.15	417	60
Haven,	121,257	94,794,630	171	239	512	186.83	32,608	23,345	22,071	799	27,865	2,863	2,735	18,414	17,099	74	50	497	519	107.18	42.90	487	93
London,	66,570	41,099,500	202	215	329	170.65	16,717	12,555	11,259	597	14,930	901	1,762	9,475	8,654	126	40	227	309	54.77	31.88	229	55
ld,	95,276	56,030,763	213	240	389	194.89	24,507	17,881	16,376	693	20,807	1,887	2,892	12,792	11,531	118	70	305	351	60.09	35.07	323	61
ham,	38,518	18,097,164	155	156	198	159.42	9,891	6,332	5,506	555	8,141	732	1,708	4,935	4,221	94	30	107	173	51.10	30.65	112	46
eld,	48,727	26,787,474	277	275	314	168.39	11,704	8,830	7,737	594	10,840	681	935	6,346	5,416	130	26	184	285	40.70	28.32	138	83
sex,	36,099	20,217,582	105	123	169	178.77	7,803	5,895	5,278	351	6,890	668	608	4,499	3,953	50	18	123	153	59.28	34.72	122	36
d,	22,000	8,629,434	123	120	145	148.24	5,439	4,003	3,625	246	5,118	162	505	3,189	2,850	54	9	93	134	43.24	30.33	76	44
	537,454	$351,785,469	1,487	1,629	2,530	177.52	137,099	99,657	90,845	4,894	119,208	10,180	13,865	75,732	68,588	753	305	1,923	2,354	$ 64.55	$ 36.20	1,904	478

*	25	26	27	28	29	30	31	32	33	34	35	36	37
	RECEIPTS.								EXPENSES.				
COUNTIES.	School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Volunt'y Contri-butions.	Other Sources.	Total.	Teachers' Wages.	Fuel, etc.	Repairs.	Other Objects.	Total.
Hartford,	$71,075.00	7,162.71	3,472.40	177,705.57	94,357.07	548.23	37,837.28	392,158.26	244,907.44	35,906.63	15,002.01	50,243.88	*364,131.58
New Haven,	81,520.00	6,906.28	1,262.60	146,539.53	148,280 91	403.75	4,514.55	389,427.62	272,398.28	39,467.87	25,336.37	28,505.45	*407,605 72
New London,	41,792.50	6,126.31	3,389.68	68,273.99	45,515.53	415.79	1,954.03	167,467.83	120,879.88	13,281,74	9,527.77	13,027.36	*173,506.92
Fairfield,	61,842 50	7,403.42	2,767.33	152,786 74	12,716.33	738.49	3,162.32	241,417.13	178,380.59	22,079.15	11,175.73	21,642.19	*247,556.40
Windham,	24,727.50	3,895.49	238.94	37,837.41	16,772.25	197.21	1,153.08	84,821.88	62,021.47	6,426.89	4,484,68	4,264.02	*80,590.97
Litchfield,	29,260.00	6,525.62	755.67	57,785.27	7,852.17	1,705.24	1,430.08	105,314.05	84,884.39	8,060.52	4,334.89	4,776.41	*107,510.99
Middlesex,	19,3?7.50	3,893.08	543.48	31,345.71	15,893.68	472.57	3,534.83	75,020.85	58,228.10	5,460.51	1,858.05	9,812.99	*81,610.45
Tolland,	13,597.50	2.626.01	324.52	24,829.04	8,561.95	273.72	378.31	50,591.05	36,682.13	3,441.81	1,797.33	3,383.27	*47,709.53
	$343,152.50	44,538.92	12,754.62	697,103.26	349,949.89	4,755.00	53,964.48	1,506,218.67	1,058,682.28	134,125.12	73,516.83	135,655.57	*1,510,222,56

☞ For explanations see pages 127–129.

* Including money for new school houses, and for Libraries and Apparatus, for which see pages 148 and 149.

The amounts reported as expended for new school houses during the year ending August 31st, 1877, are given below. These amounts are given in the "TOTALS" of expenses on pages 131–147.

TOWNS.	No. of School Houses.	Amounts.
HARTFORD COUNTY.		
Hartford,	------	$9,000.00
Bristol,	1	3,794.54
Glastonbury,	1	1,350.00
Granby,	1	500.00
Total,	3	$14.644.54
NEW HAVEN COUNTY.		
New Haven,	2	$28.787.26
Bethany,	1	550.00
Branford,	1	1,108.45
Derby,	1	3,475.00
Naugatuck	1	3,833.74
Woodbridge,	1	1,175.00
Total,	7	$38,929.45
NEW LONDON COUNTY.		
Norwich,	1	$9,776.06
Groton,	------	703.00
Lebanon,	1	500.00
Stonington,	1	5,078.75
Total,	3	$16.057.81
FAIRFIELD COUNTY.		
Bridgeport,	1	$235.00
Danbury,	------	314.69
Ridgefield,	1	982.90
Stamford,	1	11,313.10
Total,	3	$12,845.69
WINDHAM COUNTY.		
Killingly,	1	$3,154.00
LITCHFIELD COUNTY.		
North Canaan,	1	$5,000.00
MIDDLESEX COUNTY.		
Durham,	1	$600.00
Portland,	1	5,232.61
Total,	2	$5,832.61
TOLLAND COUNTY.		
Tolland,	1	$634.70
Willington,	1	1,600.00
Total,	2	$2,234.70
THE COUNTIES.		
Hartford,	3	$14,644.54
New Haven,	7	38,929.45
New London,	3	16.057.81
Fairfield,	3	12,845.69
Windham,	1	3,154.00
Litchfield,	1	5,000.00
Middlesex,	2	5,832.61
Tolland,	2	2,234.70
Total,	22	$98,698.80

A statement of the amounts expended for Libraries and Apparatus in the year ending August 31st, 1877. These are included in the "TOTALS" of expenses on pages 131–147.

TOWNS.	Amounts.
Hartford,	$2,494.09
Berlin,	30.80
Bloomfield,	12.00
Bristol,	122.10
Canton,	50.00
East Granby,	20.00
East Hartford,	73.45
Enfield,	58.37
Farmington,	15.27
Glastonbury,	20.00
Granby,	16.00
Marlborough,	40.00
New Britain,	250.00
Newington,	40.00
Simsbury,	20.00
Southington,	70.00
South Windsor,	10.00
Suffield,	10.00
Windsor,	25.00
Windsor Locks,	50.00
	$3,427 08

New Haven,	$1,891.18
Bethany,	11.35
Derby,	213.00
East Haven,	15.07
Hamden,	20.00
Madison,	10.00
Meriden,	111.00
Naugatuck,	35.00
North Branford,	15.50
North Haven,	36.00
Orange,	96 20
Waterbury,	93.00
Wolcott,	25.00
Woodbridge,	96.00
	$2,668.30

TOWNS.	Amounts.
New London,	$200.00
Norwich,	316.22
Colchester,	12.14
Groton,	66.60
No. Stonington,	30.00
Sprague,	11.45
Stonington,	71.00
Waterford,	24.95
	$732.36

Bridgeport,	$625.69
Danbury,	129.03
Bethel,	37.50
Fairfield,	73.10
Huntington,	13.50
Norwalk,	209 23
Ridgefield,	140 00
Stamford,	189.00
Wilton,	16.00
	$1,433.05

Brooklyn,	$20.00
Killingly,	13.50
Pomfret,	33.00
Putnam,	27.75
Windham,	125.66
Woodstock,	20.00
	$239.91

TOWNS.	Amounts.
Litchfield,	$33.93
Bridgewater,	57.75
Goshen,	20.00
Morris,	10.60
New Hartford,	15.00
New Milford,	55.00
North Canaan,	16.00
Plymouth,	46.50
Roxbury,	10.00
Torrington,	150.00
Winchester,	40.00
	$454.78

Middletown,	$166.19
Clinton,	60.00
Durham,	12.00
East Haddam,	10.00
Essex,	30.00
Portland,	140.00
	$418.19

Tolland,	$10.00
Mansfield,	20.00
Union,	10.00
Vernon,	130.29
	$170.29

COUNTIES.	Amounts.
Hartford,	$3,427.08
New Haven,	2,668.30
New London,	732.36
Fairfield,	1,433.05
Windham,	239.91
Litchfield,	454.78
Middlesex,	418.19
Tolland,	170.29
Total,	$9,543.96

TABLE I.

In which all the Towns in the State are arranged according to the amount of taxable property in each to every child between the ages of four and sixteen years.

The amount is given in dollars.

This Table is based upon the Grand List completed in 1876, and the Enumeration of children taken in January, 1877, and is designed to show the relative wealth of the several towns, as compared with their respective number of children of the usual school age. An examination of this Table will show, *approximately*, which towns are best able to provide liberally for their public schools, though this ability depends also, in part, upon the *density of population*, and the consequent number of schools required.

Where a district is formed of parts of two or more towns, the law now requires that all the children in such district shall be returned as from the town having jurisdiction over the district. For this reason the figures in this Table cannot be made to show *precisely* what they are designed to show.

The rank of towns in this Table may be compared with their rank in Table II.

1875-76.	1876-77.	TOWNS.	Am't for each child.	1875-76.	1876-77.	TOWNS.	Am't for each child.
2	1	West Hartford,	$5330	22	35	Pomfret,	$2749
1	2	Hartford,	5089	31	36	Bloomfield,	2746
3	3	Watertown,	4455	28	37	Westport,	2740
5	4	Darien,	4126	42	38	Ellington,	2721
4	5	New Haven,	3997	38	39	Litchfield,	2719
6	6	Scotland,	3848	40	40	Woodbridge,	2709
8	7	Bethlehem,	3688	32	41	Orange,	2704
7	8	Lisbon,	3651	43	42	Farmington,	2622
9	9	Middletown,	3595	39	43	Fairfield,	2610
12	10	Essex,	3575	41	44	Guilford,	2609
11	11	South Windsor,	3463	79	45	Weston,	2572
16	12	East Haven,	3292	37	46	Brookfield,	2571
13	13	New London,	3245	44	47	New Milford,	2548
30	14	Wethersfield,	3227	49	48	Morris,	2535
15	15	Westbrook,	3175	48	49	Southbury,	2527
19	16	Saybrook,	3143	47	50	Wolcott,	2450
14	17	Stamford,	3142	53	51	Meriden,	2447
10	18	Stonington,	3110	51	52	Thomaston,	2440
61	19	Beacon Falls,	3094	75	53	Hampton,	2423
29	20	Andover,	3050	46	54	Somers,	2421
35	21	Brooklyn,	3018	52	55	Easton,	2400
18	22	Norwich,	3013	58	56	Newington,	2381
21	23	Goshen,	3013	54	57	Sharon,	2373
33	24	East Granby,	3000	45	58	Wallingford,	2360
69	25	Reading,	2972	67	59	Canaan,	2356
25	26	Lebanon,	2964	66	60	Durham,	2318
34	27	Woodbury,	2958	63	61	Hamden,	2315
17	28	Winchester,	2956	60	62	Bridgewater,	2312
23	29	Washington,	2956	68	63	Danbury,	2294
24	30	Roxbury,	2955	50	64	Cheshire,	2292
26	31	Middlefield,	2922	55	65	Prospect,	2288
36	32	Ridgefield,	2874	57	66	New Fairfield,	2 81
20	33	Suffield,	2872	71	67	Simsbury,	2278
27	34	Bethany,	2802	62	68	Trumbull,	2274

1875-76.	1876-77.	TOWNS.	Am't for each child.	1875-76.	1876-77.	TOWNS.	Am't for each child.
70	69	Canton,	$2270	123	119	Branford,	$1727
64	70	Waterbury,	2241	106	120	Chester,	1718
96	71	Bristol,	2219	127	121	Newtown,	1715
56	72	Sherman,	2211	120	122	Colebrook,	1711
65	73	Windham,	2201	138	123	Wilton,	1710
73	74	Harwinton,	2194	115	124	Southington,	1706
80	75	North Branford	2193	116	125	Seymour,	1677
84	76	Portland,	2179	125	126	Coventry,	1641
88	77	Old Saybrook,	2170	121	127	Cornwall,	1626
81	78	Montville,	2170	129	128	Mansfield,	1625
83	79	Huntington,	2161	131	129	Thompson,	1613
91	80	Norfolk,	2161	128	130	Barkhamsted,	1586
89	81	Madison,	2161	136	131	Haddam,	1583
92	82	Colchester,	2158	141	132	Enfield,	1581
76	83	Stratford,	2154	126	133	Warren,	1575
87	84	Monroe,	2144	133	134	Ledyard,	1554
82	85	Avon,	2143	132	135	Killingworth,	1553
74	86	New Canaan,	2141	146	136	Rocky Hill,	1551
72	87	Bridgeport,	2140	147	137	New Britain,	1523
77	88	East Hartford,	2115	130	138	East Windsor,	1496
95	89	North Haven	2101	124	139	North Canaan,	1491
78	90	Plainville,	2093	143	140	Putnam,	1479
85	91	Middlebury,	2093	117	141	Oxford,	1471
59	92	Salisbury,	2071	134	142	Bethel,	1470
86	93	Franklin,	2006	154	143	Sterling,	1467
100	94	Berlin	2005	150	144	Glastonbury,	1464
93	95	Clinton	2003	148	145	Killingly,	1461
90	96	Norwalk	2002	156	146	Marlborough,	1458
105	97	Plainfield,	1957	140	147	Vernon,	1447
103	98	East Haddam,	1925	142	148	Columbia,	1439
97	99	Plymouth,	1919	149	149	Old Lyme,	1430
94	100	Windsor,	1919	152	150	Ashford,	1409
110	101	Canterbury,	1915	158	151	Burlington,	1392
98	102	Griswold,	1903	151	152	Preston,	1381
108	103	Woodstock,	1890	153	153	Union,	1374
99	104	Salem,	1879	144	154	New Hartford,	1370
104	105	Greenwich,	1877	155	155	East Lyme,	1364
112	106	Torrington,	1848	139	156	Granby,	1363
122	107	Milford,	1843	157	157	Stafford,	1356
135	108	Bozrah,	1839	159	158	Kent,	1318
118	109	Groton,	1829	145	159	Derby,	1316
111	110	Manchester,	1822	162	160	Sprague,	1290
119	111	Naugatuck,	1804	160	161	Chatham,	1254
109	112	North Stonington,	1803	161	162	Tolland,	1235
113	113	Chaplin,	1800	163	163	Eastford,	1225
114	114	Hebron,	1786	164	164	Lyme,	1197
102	115	Waterford,	1779	165	165	Windsor Locks,	1052
107	116	Bolton,	1765	166	166	Willington,	1035
101	117	Hartland,	1760	167	167	Voluntown,	775
137	118	Cromwell,	1739				

The same figures are next given by Counties.

TABLE I—continued.

In which the Towns of each County are arranged according to their amount of taxable property to each child between the ages of four and sixteen years.

1875-76.	1876-77.	TOWNS.	Am't for each child.
		HARTFORD CO.	
2	1	West Hartford,	$5330
1	2	Hartford,	5089
3	3	South Windsor,	3463
5	4	Wethersfield,	3227
7	5	East Granby,	3000
4	6	Suffield,	2872
6	7	Bloomfield,	2746
8	8	Farmington,	2622
9	9	Newington,	2381
11	10	Simsbury,	2278
10	11	Canton,	2270
16	12	Bristol,	2219
14	13	Avon,	2143
12	14	East Hartford,	2115
13	15	Plainville,	2093
17	16	Berlin.	2005
15	17	Windsor,	1919
19	18	Manchester,	1822
18	19	Hartland.	1760
20	20	Southington,	1706
23	21	Enfield,	1581
24	22	Rocky Hill,	1551
25	23	New Britain,	1523
21	24	East Windsor,	1496
26	25	Glastonbury,	1464
27	26	Marlborough,	1458
28	27	Burlington	1392
22	28	Granby,	1363
29	29	Windsor Locks,	1052
		NEW HAVEN CO.	
1	1	New Haven,	3997
2	2	East Haven,	3292
13	3	Beacon Falls,	3094
3	4	Bethany,	2802
5	5	Woodbridge,	2709
4	6	Orange,	2704
6	7	Guilford,	2609
9	8	Southbury,	2527
8	9	Wolcott,	2450
11	10	Meriden,	2447
7	11	Wallingford,	2360
14	12	Hamden,	2315
10	13	Cheshire,	2292
12	14	Prospect,	2288
15	15	Waterbury,	$2241
16	16	North Branford,	2193
18	17	Madison,	2161
19	18	North Haven,	2101
17	19	Middlebury,	2093
23	20	Milford	1843
22	21	Naugatuck,	1804
24	22	Branford,	1727
20	23	Seymour,	1677
21	24	Oxford,	1471
25	25	Derby,	1316
		NEW LONDON CO.	
1	1	Lisbon,	3651
3	2	New London,	3245
2	3	Stonington,	3110
4	4	Norwich,	3013
5	5	Lebanon,	2964
6	6	Montville,	2170
8	7	Colchester,	2158
7	8	Franklin.	2006
9	9	Griswold,	1903
10	10	Salem,	1879
15	11	Bozrah,	1839
13	12	Groton,	1829
12	13	North Stonington,	1803
11	14	Waterford,	1779
14	15	Ledyard.	1554
16	16	Old Lyme,	1430
17	17	Preston,	1381
18	18	East Lyme,	1364
19	19	Sprague,	1290
20	20	Lyme,	1197
		FAIRFIELD CO.	
1	1	Darien,	4126
2	2	Stamford,	3142
12	3	Reading,	2972
4	4	Ridgefield,	2874
3	5	Westport,	2740
6	6	Fairfield,	2610
16	7	Weston,	2572
5	8	Brookfield.	2571
7	9	Easton,	2400
11	10	Danbury.	2294
9	11	New Fairfield,	2281
10	12	Trumbull,	2274

1875-76.	1876-77.	TOWNS.	Am't for each child.
8	13	Sherman,	$2211
17	14	Huntington,	2161
15	15	Stratford,	2154
18	16	Monroe,	2144
14	17	New Canaan,	2141
13	18	Bridgeport,	2140
19	19	Norwalk,	2002
20	20	Greenwich,	1877
21	21	Newtown,	1715
23	22	Wilton,	1710
22	23	Bethel,	1470
		WINDHAM CO.	
1	1	Scotland,	3848
3	2	Brooklyn,	3018
2	3	Pomfret,	2749
5	4	Hampton,	2423
4	5	Windham,	2201
6	6	Plainfield,	1957
8	7	Canterbury,	1915
7	8	Woodstock,	1890
9	9	Chaplin,	1800
10	10	Thompson,	1613
11	11	Putnam,	1479
14	12	Sterling,	1467
12	13	Killingly,	1461
13	14	Ashford,	1409
15	15	Eastford,	1225
16	16	Voluntown,	775
		LITCHFIELD CO.	
1	1	Watertown,	4455
2	2	Bethlehem,	3688
4	3	Goshen,	3013
7	4	Woodbury,	2958
3	5	Winchester,	2956
5	6	Washington,	2956
6	7	Roxbury,	2955
8	8	Litchfield,	2719
9	9	New Milford,	2548
10	10	Morris,	2535
11	11	Thomaston,	2440
12	12	Sharon,	2373
15	13	Canaan,	2356
14	14	Bridgewater,	2312
16	15	Harwinton,	2194
17	16	Norfolk,	2161
13	17	Salisbury,	2071
18	18	Plymouth,	1919
19	19	Torrington,	1848
20	20	Colebrook,	1711
21	21	Cornwall,	1626
24	22	Barkhamsted,	$1586
23	23	Warren,	1575
22	24	North Canaan,	1491
25	25	New Hartford,	1370
26	26	Kent,	1318
		MIDDLESEX CO.	
1	1	Middletown,	3595
2	2	Essex,	3575
3	3	Westbrook,	3175
4	4	Saybrook,	3143
5	5	Middlefield,	2922
6	6	Durham,	2318
7	7	Portland,	2179
8	8	Old Saybrook,	2170
9	9	Clinton,	2003
10	10	East Haddam,	1925
14	11	Cromwell,	1739
11	12	Chester,	1718
13	13	Haddam,	1583
12	14	Killingworth,	1553
15	15	Chatham,	1254
		TOLLAND CO.	
1	1	Andover,	3050
2	2	Ellington,	2721
3	3	Somers,	2421
5	4	Hebron,	1786
4	5	Bolton,	1765
6	6	Coventry,	1641
7	7	Mansfield,	1625
8	8	Vernon,	1447
9	9	Columbia,	1439
10	10	Union,	1374
11	11	Stafford,	1356
12	12	Tolland,	1235
13	13	Willington,	1035

		THE COUNTIES.	1875-76.	1876-77.
2	1	Hartford,	$3016	$3030
1	2	New Haven,	3130	2907
3	3	Middlesex,	2669	2591
4	4	New London,	2570	2459
5	5	Litchfield,	2369	2289
6	6	Fairfield,	2346	2286
7	7	Windham,	1829	1830
8	8	Tolland,	1633	1587
		The State,	2652	2566

TABLE II.

In which all the Towns in the State are arranged according to the percentage of their taxable property appropriated for Public Schools during the year ending August 31st, 1877.

The basis of comparison is the Grand List completed in 1876. The moneys included in this computation are those received for school purposes from Town Taxes, District Taxes, and Voluntary Contributions. The amount is given in mills and hundredths of a mill on the dollar; or the figures may be read so many dollars and cents on each thousand dollars.

This table is designed to show how much money was raised for public schools in each town, according to its *pecuniary ability*. The rank of the towns in this Table may be compared with their rank in Table I.

For a statement of the amount raised and received in each town for every child enumerated, see Table III.

In addition to the moneys included in this Table, each town paid, in proportion to its Grand List, its share of the amount distributed from the State Treasury to the several towns according to their respective number of children enumerated in January, 1877.

1875-76.	1876-77.	TOWNS.	Per cent. for schools.	1875-76.	1876-77.	TOWNS.	Per cent. for schools.
52	1	Willington,	9.51	36	30	Hebron,	$3.74
4	2	Naugatuck,	7.56	53	31	Voluntown,	3.72
162	3	North Canaan,	7.50	161	32	Waterford,	3.69
15	4	Derby,	6.56	38	33	Windham,	3.69
5	5	Killingly,	6.27	34	34	Tolland,	3.63
9	6	Vernon,	5.95	67	35	Burlington,	3.61
3	7	Woodbridge,	5.95	39	36	Bridgeport,	3.54
6	8	Enfield,	5.63	59	37	Cornwall,	3.54
37	9	Union,	5.51	98	38	East Haddam,	3.52
49	10	Southington,	5.35	54	39	Canterbury,	3.49
20	11	Wallingford,	5.33	47	40	Branford,	3.49
7	12	East Windsor,	5.23	42	41	Granby,	3.49
113	13	Bethany,	4.85	66	42	Harwinton,	3.44
88	14	Portland,	4.74	16	43	Bristol,	3.41
40	15	Glastonbury,	4.72	29	44	Prospect,	3.36
24	16	Canton,	4.64	148	45	Stonington,	3.36
2	17	New Britain,	4.54	74	46	Plainville,	3.36
14	18	Preston,	4.51	70	47	Norwalk,	3.36
11	19	Windsor Locks,	4.40	50	48	Seymour,	3.36
19	20	Plymouth,	4.37	45	49	Kent,	3.30
17	21	Killingworth,	4.36	92	50	Bethlehem,	3.29
25	22	Ashford,	4.34	57	51	Torrington,	3.24
31	23	Chatham,	4.24	86	52	New Fairfield,	3.23
26	24	Windsor,	4.15	106	53	Wilton,	3.20
64	25	Sterling,	4.12	97	54	Somers,	3.19
1	26	Bethel,	4.09	149	55	Stamford,	3.19
141	27	Newtown,	4.07	138	56	Durham,	3.16
58	28	Huntington,	3.78	164	57	East Lyme,	3.09
12	29	Meriden,	3.76	21	58	Farmington,	2.99

1875-76.	1876-77.	TOWNS.	Per cent. for schools.	1875-76.	1876-77.	TOWNS.	Per cent. for schools.
80	59	Montville,	$2.98	124	114	Saybrook,	$2.24
48	60	Norwich,	2.97	35	115	Canaan,	2.23
78	61	Barkhamsted,	2.95	109	116	Suffield,	2.22
132	62	Bridgewater,	2.94	133	117	Scotland,	2.21
27	63	Hartland,	2.94	122	118	North Branford,	2.21
69	64	Hartford,	2.93	63	119	New Milford,	2.17
23	65	East Hartford,	2.92	140	120	Lebanon,	2.14
103	66	Milford,	2.88	89	121	Salem,	2.13
46	67	Ridgefield,	2.86	77	122	Guilford,	2.12
18	68	Groton,	2.83	75	123	Stafford,	2.12
71	69	Cromwell,	2.83	22	124	Rocky Hill,	2.12
83	70	New Haven,	2.81	108	125	Hamden,	2.11
33	71	Fairfield,	2.81	84	126	Washington,	2.11
123	72	Colchester,	2.80	107	127	Chaplin,	2.10
65	73	Madison,	2.80	128	128	Ellington,	2.09
8	74	Coventry,	2.80	146	129	Woodbury,	2.04
43	75	Putnam,	2.79	152	130	Lyme	2.03
73	76	Danbury,	2.78	117	131	Trumbull,	2.01
68	77	Mansfield,	2 78	131	132	Andover,	2.00
72	78	Eastford,	2.77	144	133	East Haven,	1.99
143	79	Wolcott,	2.77	81	134	Clinton,	1.93
62	80	Manchester,	2.76	154	135	Salisbury,	1.92
114	81	Marlborough,	2.74	51	136	Griswold,	1.91
41	82	Chester,	2.72	44	137	Bloomfield,	1.87
95	83	Simsbury,	2.72	93	138	Avon,	1.84
139	84	Middlefield,	2.71	142	139	Southbury,	1.84
79	85	Brooklyn,	2.69	156	140	Middlebury,	1.81
121	86	Waterbury,	2.69	136	141	Westbrook,	1.79
85	87	Stratford,	2.67	112	142	Monroe,	1.78
135	88	Lisbon,	2.67	129	143	East Granby,	1.78
32	89	Haddam,	2.67	145	144	Morris,	1.73
55	90	Oxford,	2.66	60	145	Cheshire,	1.71
115	91	Sharon,	2.58	105	146	Middletown,	1.68
126	92	Woodstock,	2.57	130	147	Weston,	1.67
111	93	New London,	2.56	118	148	Beacon Falls,	1.66
91	94	North Stonington,	2.56	30	149	North Haven,	1.66
94	95	Winchester,	2.54	119	150	Hampton,	1.65
13	96	Warren,	2.50	160	151	Wethersfield,	1.65
56	97	Columbia,	2.47	134	152	West Hartford,	1.63
87	98	Bolton,	2.44	147	153	Goshen,	1.59
101	99	Thomaston,	2.44	159	154	Plainfield,	1.44
61	100	Easton,	2.42	155	155	Litchfield,	1.42
76	101	New Canaan,	2.40	153	156	Watertown,	1.36
104	102	Sherman,	2.37	150	157	Pomfret,	1.36
137	103	Franklin,	2.36	110	158	Roxbury,	1.36
116	104	Reading,	2.35	151	159	Old Lyme,	1.30
120	105	Norfolk,	2.35	157	160	Westport,	1.29
82	106	Ledyard,	2.28	28	161	Newington,	1.24
125	107	New Hartford,	2.28	158	162	Thompson,	1.24
127	108	Orange,	2.28	165	163	Darien,	1.04
102	109	Brookfield,	2.28	163	164	Essex,	1.00
90	110	South Windsor,	2.26	99	165	Bozrah,	0.97
10	111	Colebrook,	2.26	166	166	Old Saybrook,	0.89
100	112	Greenwich,	2.25	167	167	Sprague,	0.67
96	113	Berlin,	2.25				

The order of the Towns in the several Counties is as follows:

TABLE II—continued.

The Towns in each County arranged according to the percentage of their property appropriated for Public Schools during the year ending August 31st, 1877.

1875-76.	1876-77.	TOWNS.	Am't for each child.
		HARTFORD CO.	
2	1	Enfield,	$5.63
16	2	Southington,	5.35
3	3	East Windsor,	5.23
13	4	Glastonbury,	4.72
9	5	Canton,	4.64
1	6	New Britain,	4.54
4	7	Windsor Locks,	4.40
10	8	Windsor,	4.15
18	9	Burlington,	3.61
14	10	Granby,	3.49
5	11	Bristol,	3.41
20	12	Plainville,	3.36
6	13	Farmington,	2.99
11	14	Hartland,	2.94
19	15	Hartford,	2.93
8	16	East Hartford,	2.92
17	17	Manchester,	2.76
26	18	Marlborough,	2.74
23	19	Simsbury,	2.72
21	20	South Windsor,	2.26
24	21	Berlin,	2.25
25	22	Suffield,	2.22
7	23	Rocky Hill,	2.12
15	24	Bloomfield,	1.87
22	25	Avon,	1.84
27	26	East Granby,	1.78
29	27	Wethersfield,	1.65
28	28	West Hartford,	1.63
12	29	Newington,	1.24
		NEW HAVEN CO.	
2	1	Naugatuck,	7.56
4	2	Derby,	6.56
1	3	Woodbridge,	5.95
5	4	Wallingford,	5.33
17	5	Bethany,	4.85
3	6	Meriden,	3.76
8	7	Branford,	3.49
6	8	Prospect,	3.36
9	9	Seymour,	3.36
15	10	Milford.	2.88
14	11	New Haven,	2.81
12	12	Madison,	2.80
23	13	Wolcott,	2.77
19	14	Waterbury,	2.69
10	15	Oxford,	$2.66
21	16	Orange,	2.28
20	17	North Branford,	2.21
13	18	Guilford,	2.12
16	19	Hamden	2.11
24	20	East Haven,	1.99
22	21	Southbury,	1.84
25	22	Middlebury,	1.81
11	23	Cheshire,	1.71
18	24	Beacon Falls.	1.66
7	25	North Haven,	1.66
		NEW LONDON CO.	
1	1	Preston,	4.51
18	2	Waterford,	3.69
15	3	Stonington,	3.36
19	4	East Lyme,	3.09
5	5	Montville,	2.98
3	6	Norwich,	2.97
2	7	Groton,	2.83
11	8	Colchester,	2.80
12	9	Lisbon,	2.67
10	10	New London,	2.56
8	11	North Stonington,	2.56
13	12	Franklin,	2.36
6	13	Ledyard,	2.28
14	14	Lebanon,	2.14
7	15	Salem,	2.13
17	16	Lyme,	2.03
4	17	Griswold,	1.91
16	18	Old Lyme,	1.30
9	19	Bozrah,	0.97
20	20	Sprague,	0.67
		FAIRFIELD CO.	
1	1	Bethel,	4.09
20	2	Newtown,	4.07
5	3	Huntington,	3.78
3	4	Bridgeport,	3.54
7	5	Norwalk,	3.36
11	6	New Fairfield,	3.23
15	7	Wilton,	3.20
21	8	Stamford,	3.19
4	9	Ridgefield,	2.86
2	10	Fairfield,	2.81
8	11	Danbury,	2.78
10	12	Stratford,	2.67

1875-76.	1876-77.	TOWNS.	Am't for each child.
6	13	Easton,	$2.42
9	14	New Canaan,	2.40
14	15	Sherman,	2.37
17	16	Reading,	2.35
13	17	Brookfield,	2.28
12	18	Greenwich,	2.25
18	19	Trumbull,	2.01
16	20	Monroe,	1.78
19	21	Weston,	1.67
22	22	Westport,	1.29
23	23	Darien,	1.04
		WINDHAM CO.	
1	1	Killingly,	6.27
2	2	Ashford,	4.34
7	3	Sterling,	4.12
5	4	Voluntown,	3.72
3	5	Windham,	3.69
6	6	Canterbury,	3.49
4	7	Putnam,	2.79
8	8	Eastford,	2.77
9	9	Brooklyn,	2.69
12	10	Woodstock,	2.57
13	11	Scotland,	2.21
10	12	Chaplin,	2.10
11	13	Hampton,	1.65
16	14	Plainfield,	1.44
14	15	Pomfret,	1.36
15	16	Thompson,	1.24
		LITCHFIELD CO.	
26	1	North Canaan,	7.50
3	2	Plymouth,	4.37
7	3	Cornwall,	3.54
9	4	Harwinton,	3.44
5	5	Kent,	3.30
12	6	Bethlehem,	3.29
6	7	Torrington,	3.24
10	8	Barkhamsted,	2.95
19	9	Bridgewater,	2.94
16	10	Sharon,	2.58
13	11	Winchester,	2 54
2	12	Warren,	2.50
14	13	Thomaston,	2.44
17	14	Norfolk,	2.35
18	15	New Hartford,	2.28
1	16	Colebrook,	2.26
4	17	Canaan,	2.23
8	18	New Milford,	2.17
11	19	Washington,	2.11
21	20	Woodbury,	2.04
24	21	Salisbury,	1.92
20	22	Morris,	$1.73
22	23	Goshen,	1.59
25	24	Litchfield,	1.42
23	25	Watertown,	1.36
15	26	Roxbury,	1.36
		MIDDLESEX CO.	
7	1	Portland,	4.74
1	2	Killingworth,	4.36
2	3	Chatham,	4.24
8	4	East Haddam,	3.52
12	5	Durham,	3.16
5	6	Cromwell,	2.83
4	7	Chester,	2.72
13	8	Middlefield,	2.71
3	9	Haddam,	2.67
10	10	Saybrook,	2.24
6	11	Clinton,	1.93
11	12	Westbrook,	1.79
9	13	Middletown,	1.68
14	14	Essex,	1.00
15	15	Old Saybrook,	0.89
		TOLLAND CO.	
6	1	Willington,	9.51
2	2	Vernon,	5.95
5	3	Union,	5.51
4	4	Hebron,	3.74
3	5	Tolland,	3.63
11	6	Somers,	3.19
1	7	Coventry,	2.80
8	8	Mansfield,	2.78
7	9	Columbia,	2.47
10	10	Bolton,	2.44
9	11	Stafford,	2.12
12	12	Ellington,	2.09
13	13	Andover,	2.00

		THE COUNTIES.	1875-76	1876-77.
1	1	Tolland,	$4.00	$3.90
2	2	Hartford,	3.58	3.17
4	3	New Haven,	3.16	3.11
3	4	Windham,	3.17	3.03
5	5	Fairfield,	2.89	2.97
6	6	New London,	2.76	2.78
7	7	Litchfield,	2.58	2.51
8	8	Middlesex,	2.58	2.36
		The State	$3.11	$2.99

TABLE III.

In which all the Towns in the State are arranged according to the amount of money which they report as raised and received for the Public Schools from all sources for each child enumerated: not including money for new school houses.

The money raised for building new school houses is not included in these computations, because it is for a special and occasional object. The nineteen towns in which additional money was raised for that object are designed by a *.

☞ See page 148, also note on page 159. Table II, on the previous pages, shows how much each town raised in proportion to its pecuniary ability.

1875-76.	1876-77.	TOWNS.	Am't for each child.	1875-76.	1876-77.	TOWNS.	Am't for each child.
1	1	*Hartford,	$17.40	45	43	New Britain,	$10.24
4	2	Wolcott,	17.22	153	44	Newtown,	10.22
6	3	Wallingford,	15.96	40	45	*Derby,	10.22
2	4	Bethlehem,	15.85	54	46	Andover,	10.17
16	5	*Woodbridge,	14.36	56	47	*Stonington,	10.17
3	6	New Haven,	14.03	32	48	Killingworth,	10.15
5	7	Canton,	13.54	43	49	*Killingly,	10.06
23	8	Lisbon,	13.46	24	50	Easton,	9.89
15	9	West Hartford,	12.96	92	51	*Portland,	9.86
50	10	Southington,	12.93	157	52	Waterford,	9.84
13	11	New London,	12.33	68	53	Goshen,	9.78
37	12	*Bethany,	12.08	10	54	East Hartford,	9.66
26	13	Scotland,	11.98	70	55	Plainville,	9.65
19	14	Meriden,	11.92	116	56	East Haddam,	9.63
11	15	Norwich,	11.84	59	57	Canterbury,	9.57
67	16	*Naugatuck,	11.74	78	58	Colchester,	9.57
12	17	Farmington,	11.68	73	59	Ellington,	9.56
21	18	Enfield,	11.66	72	60	Montville,	9.54
14	19	Windham,	11.44	81	61	Norwalk,	9.51
9	20	Prospect,	11.42	93	62	Washington,	9.51
55	21	Huntington,	11.36	112	63	Woodbury,	9.50
31	22	Vernon,	11.34	95	64	Franklin,	9.49
25	23	Plymouth,	11.32	74	65	Simsbury,	9.47
38	24	Harwinton,	11.28	66	66	Westbrook,	9.47
49	25	Somers,	11.24	77	67	Sharon,	9.46
30	26	Brooklyn,	11.22	53	68	Madison,	9.43
8	27	South Windsor,	11.17	41	69	Brookfield,	9.42
57	28	Wethersfield,	11.14	46	70	Preston,	9.39
87	29	Middlefield,	11.10	7	71	Middletown.	9.36
28	30	Windsor,	11.03	105	72	East Haven,	9.35
110	31	Union,	10.93	119	73	*Ridgefield,	9.34
17	32	East Windsor,	10.84	136	74	Sterling,	9.31
94	33	Reading,	10.83	34	75	Watertown,	9.30
18	34	*Bristol,	10.82	82	76	Ashford,	9.29
33	35	Fairfield,	10.76	89	77	Torrington,	9.14
48	36	New Fairfield,	10.74	69	78	Suffield,	9.09
22	37	Winchester.	10.37	90	79	Mansfield,	9.06
20	38	*Bridgeport,	10.35	29	80	Guilford,	8.98
111	39	Hebron,	10.32	88	81	Orange,	8.97
42	40	Saybrook,	10.29	114	82	New Milford,	8.94
127	41	Bridgewater,	10.29	75	83	*Lebanon,	8.90
39	42	Danbury,	10.25	27	84	Hartland,	8.89

1875-76.	1876-77.	TOWNS.	Am't for each child.	1875-76.	1876-77.	TOWNS.	Am't for each child.
44	85	Bethel,	$8.88	144	127	Haddam,	$7.66
76	86	Stratford,	8.83	137	128	Kent,	7.63
64	87	Thomaston,	8.83	160	129	East Lyme,	7.58
108	88	Chatham,	8.79	35	130	Roxbury,	7.52
161	89	Wilton,	8.75	132	131	Litchfield,	7.50
101	90	Cornwall,	8.74	138	132	Cromwell,	7.50
106	91	Bloomfield,	8.73	91	133	Salem,	7.43
80	92	East Granby,	8.71	109	134	*Branford,	7.36
121	93	Waterbury,	8.66	123	135	Chaplin,	7.35
63	94	Sherman,	8.63	115	136	Ledyard,	7.34
96	95	Beacon Falls,	8.61	118	137	Warren,	7.33
139	96	Milford,	8.57	58	138	Clinton,	7.30
124	97	Norfolk,	8.56	85	139	Pomfret,	7.28
100	98	North Branford,	8.56	145	140	Darien,	7.25
126	99	Marlborough,	8.50	83	141	Monroe,	7.21
104	100	*Stamford,	8.47	150	142	Middlebury,	7.17
102	101	Seymour,	8.45	134	143	Greenwich,	7.14
51	102	Canaan,	8.43	117	144	Windsor Locks,	7.13
65	103	Berlin,	8.39	149	145	Eastford,	6.95
47	104	Colebrook,	8.30	36	146	Cheshire,	6.91
98	105	*Glastonbury,	8.26	125	147	Columbia,	6.84
141	106	Woodstock,	8.23	133	148	Putnam,	6.82
131	107	*Durham,	8.20	142	149	*Granby,	6.73
97	108	North Stonington,	8.18	151	150	North Haven,	6.72
86	109	Trumbull,	8.15	148	151	*Willington,	6.72
113	110	Barkhamsted,	8.10	152	152	Salisbury,	6.72
128	111	Groton,	8.09	61	153	Griswold,	6.68
120	112	Tolland,	8.06	71	154	Rocky Hill,	6.50
79	113	New Canaan,	8.05	143	155	Westport,	6.49
130	114	Southbury,	8.02	154	156	New Hartford,	6.24
147	115	Burlington,	7.93	156	157	Voluntown,	6.08
140	116	Morris,	7.85	155	158	Newington,	5.89
62	117	Oxford,	7.85	162	159	Lyme,	5.72
99	118	Hamden,	7.83	159	160	Plainfield,	5.67
107	119	Hampton,	7.77	146	161	Stafford,	5.66
129	120	Weston,	7.76	158	162	Old Lyme,	5.00
84	121	Bolton,	7.73	166	163	Old Saybrook,	4.94
135	122	Essex,	7.69	163	164	Bozrah,	4.78
60	123	Coventry,	7.69	165	165	Thompson,	4.70
103	124	Manchester,	7.68	164	166	*North Canaan,	4.58
52	125	Chester,	7.68	167	167	Sprague,	3.56
122	126	Avon,	7.66				

NOTE.—In preparing this table the design has been to exclude all moneys *raised* for new school houses. The amounts *expended* for that object are given on page 148. But in a few towns the amounts deducted in these calculations differ from the amounts there given. These differences are as follows: In Hartford, $33,000, deducted, instead of $9,000. In Bristol, $1,187.40, deducted, instead of $3,794.54. In New Haven, Norwich, Groton, Danbury and Tolland, nothing deducted. In North Canaan, $4,500, deducted, instead of $5,000.

The order of the Towns in each County is given below.

TABLE III—continued.

The Towns in each County arranged according to the amount of money which they report as raised and received for Public Schools from all sources for each child enumerated.

Money for new school houses is not included. The towns in which additional money was raised for that purpose are designed by a *.

☞ See page 148, also note on page 159.

1875-76.	1876-77.	TOWNS.	Am't for each child.
		HARTFORD CO.	
1	1	*Hartford,	$17.40
2	2	Canton,	13.54
6	3	West Hartford,	12.96
13	4	Southington,	12.93
5	5	Farmington,	11.68
9	6	Enfield,	11.66
3	7	South Windsor,	11.17
14	8	Wethersfield,	11.14
11	9	Windsor,	11.03
7	10	East Windsor,	10.84
8	11	*Bristol,	10.82
12	12	New Britain,	10.24
4	13	East Hartford,	9.66
17	14	Plainville,	9.65
19	15	Simsbury,	9.47
16	16	Suffield,	9.09
10	17	Hartland,	8.89
23	18	Bloomfield,	8.73
20	19	East Granby,	8.71
26	20	Marlborough.	8.50
15	21	Berlin,	8.39
21	22	*Glastonbury,	8.26
28	23	Burlington,	7.93
22	24	Manchester,	7.68
25	25	Avon,	7.66
24	26	Windsor Locks,	7.13
27	27	*Granby,	6.73
18	28	Rocky Hill,	6.50
29	29	Newington,	5.89
		NEW HAVEN CO.	
2	1	Wolcott,	17.22
3	2	Wallingford,	15.96
5	3	*Woodbridge,	14.36
1	4	New Haven,	14.03
9	5	*Bethany,	12.08
6	6	Meriden,	11.92
13	7	*Naugatuck,	11.74
4	8	Prospect,	11.42
10	9	*Derby,	10.22
11	10	Madison,	9.43
19	11	East Haven,	9.35
7	12	Guilford,	8.98
14	13	Orange,	8.97
21	14	Waterbury,	8.66
15	15	Beacon Falls,	$8.61
23	16	Milford,	8.57
17	17	North Branford,	8.56
18	18	Seymour,	8.45
22	19	Southbury,	8.02
12	20	Oxford,	7.85
16	21	Hamden,	7.83
20	22	*Branford,	7.36
24	23	Middlebury,	7.17
8	24	Cheshire,	6.91
25	25	North Haven,	6.72
		NEW LONDON CO.	
3	1	Lisbon,	13.46
2	2	New London,	12.33
1	3	Norwich,	11.84
5	4	*Stonington,	10.17
15	5	Waterford,	9.84
9	6	Colchester,	9.57
7	7	Montville,	9.54
11	8	Franklin,	9.49
4	9	Preston,	9.39
8	10	*Lebanon,	8.90
12	11	North Stonington,	8.18
14	12	Groton,	8.09
17	13	East Lyme,	7.58
10	14	Salem,	7.43
13	15	Ledyard,	7.34
6	16	Griswold,	6.68
18	17	Lyme,	5.72
16	18	Old Lyme,	5.00
19	19	Bozrah,	4.78
20	20	Sprague,	3.56
		FAIRFIELD CO.	
8		Huntington,	11.36
15	2	Reading,	10.83
3	3	Fairfield,	10.76
7	4	New Fairfield,	10.74
1	5	*Bridgeport,	10.35
4	6	Danbury,	10.25
22		Newtown,	10.22
2	8	Easton,	9.89
12	9	Norwalk,	9.51
5	10	Brookfield,	9.42
17	1	*Ridgefield,	9.34
6	12	Bethel,	8.88

1875-76.	1876-77.	TOWNS.	Am't for each child.
10	13	Stratford,	$8.83
23	14	Wilton,	8.75
9	15	Sherman,	8.63
16	16	*Stamford,	8.47
14	17	Trumbull,	8.15
11	18	New Canaan,	8.05
18	19	Weston,	7.76
21	20	Darien,	7.25
13	21	Monroe,	7.21
19	22	Greenwich,	7.14
20	23	Westport,	6.49
		WINDHAM CO.	
2	1	Scotland,	11.98
1	2	Windham,	11.44
3	3	Brooklyn,	11.22
4	4	*Killingly,	10.06
5	5	Canterbury,	9.57
11	6	Sterling,	9.31
6	7	Ashford,	9.29
12	8	Woodstock,	8.23
8	9	Hampton,	7.77
9	10	Chaplin,	7.35
7	11	Pomfret,	7.28
13	12	Eastford,	6.95
10	13	Putnam,	6.82
14	14	Voluntown,	6.08
15	15	Plainfield,	5.67
16	16	Thompson,	4.70
		LITCHFIELD CO.	
1	1	Bethlehem,	15.85
3	2	Plymouth,	11.32
6	3	Harwinton,	11.28
2	4	Winchester,	10.37
20	5	Bridgewater,	10.29
10	6	Goshen,	9.78
13	7	Washington,	9.51
15	8	Woodbury,	9.50
11	9	Sharon,	9.46
4	10	Watertown,	9.30
12	11	Torrington,	9.14
17	12	New Milford,	8.94
9	13	Thomaston,	8.83
14	14	Cornwall,	8.74
19	15	Norfolk,	8.56
8	16	Canaan,	8.43
7	17	Colebrook,	8.30
16	18	Barkhamsted,	8.10
23	19	Morris,	7.85
22	20	Kent,	7.63
5	21	Roxbury,	7.52
21	22	Litchfield,	7.50
18	23	Warren,	$7.33
24	24	Salisbury,	6.72
25	25	New Hartford,	6.24
26	26	*North Canaan,	4.58
		MIDDLESEX CO.	
7	1	Middlefield,	11.10
3	2	Saybrook,	10.29
2	3	Killingworth,	10.15
8	4	*Portland,	9.86
10	5	East Haddam,	9.63
6	6	Westbrook,	9.47
1	7	Middletown,	9.36
9	8	Chatham,	8.79
11	9	*Durham,	8.20
12	10	Essex,	7.69
4	11	Chester,	7.68
14	12	Haddam,	7.66
13	13	Cromwell,	7.50
5	14	Clinton,	7.30
15	15	Old Saybrook,	4.94
		TOLLAND CO.	
1	1	Vernon,	11.34
2	2	Somers,	11.24
8	3	Union,	10.93
9	4	Hebron,	10.32
3	5	Andover,	10.17
5	6	Ellington,	9.56
7	7	Mansfield,	9.06
10	8	Tolland,	8.06
6	9	Bolton,	7.73
4	10	Coventry,	7.69
11	11	Columbia,	6.84
13	12	*Willington,	6.72
12	13	Stafford,	5.66

		THE COUNTIES.	1875-76.	1876-77.
1	1	Hartford,	$14.30	$13.79
2	2	New Haven,	12.88	11.94
4	3	New London,	10.32	10.02
5	4	Fairfield,	10.26	9.85
3	5	Middlesex,	10.38	9.61
6	6	Tolland,	9.75	9.30
7	7	Litchfield,	9.42	9.00
8	8	Windham,	8.99	8.58
		The State,	$11.54	$10.99

TABLE IV.

In which all the Towns in the State are arranged according to the percentage of their children who attended the Public Schools during some part of the year ending August 31st, 1877.

This Table is formed by comparing the whole number of *different* scholars registered in each town with the number of children enumerated in January, 1877;—i. e., the numbers in column 12 with those in column 8 in the statistical tables of the several Counties, pages 130–145. The very large percentage in some towns results from one or more of the following causes: 1. The attendance of scholars over 16 years of age. 2. The attendance of those under 4 years of age. 3. The attendance of those residing in adjoining towns. 4. The removal of families with children into a town after the enumeration has been made.

In preparing this Table, those children who attended other schools than the Public Schools are not taken into account. In some towns a large proportion of the children are in private schools, as will be seen by column 13 in the tables above mentioned.

1875-76.	1876-77.	TOWNS.	Per cent. in public schools.	Regis'd over 16.	1875-76.	1876-77.	TOWNS.	Per cent. in public schools.	Regis'd over 16.
7	1	Andover,	127.5	9	38	33	Bridgewater,	105.4	8
5	2	Hampton,	125.1	27	32	34	Willington,	105.1	18
1	3	Hartland,	124.0	23	18	35	Bolton,	104.8	12
16	4	Lebanon,	117.5	43	41	36	Killingworth,	104.4	14
8	5	Scotland,	117.3	18	86	37	Coventry,	103.8	20
6	6	New Fairfield,	113.3	13	55	38	Tolland,	103.7	17
28	7	Canterbury,	112.6	17	39	39	Woodstock,	103.7	50
47	8	Prospect,	112.0	2	65	40	Madison,	103.6	24
27	9	Eastford,	112.0	25	33	41	Simsbury,	103.1	17
2	10	Sherman,	111.1	17	51	42	Preston,	103.0	39
40	11	Lisbon,	111.0	7	58	43	Guilford,	103.0	36
30	12	Ashford,	110.7	33	12	44	Harwinton,	102.2	13
4	13	Roxbury,	109.9	14	87	45	Branford,	102.0	40
20	14	Woodbridge,	109.9	13	52	46	Ridgefield,	101.8	22
17	15	Easton,	108.8	9	81	47	Cromwell,	101.6	28
97	16	Wethersfield,	107.9	27	154	48	Reading,	101.3	12
15	17	Chaplin,	107.7	14	23	49	Salem,	101.2	14
14	18	Ledyard,	107.6	28	57	50	Columbia,	100.9	16
10	19	North Stonington,	107.3	46	96	51	East Haddam,	99.9	20
24	20	Brookfield,	107.1	10	29	52	Woodbury,	99.7	20
74	21	North Branford,	106.9	22	53	53	Sterling,	99.6	14
31	22	Montville,	106.8	36	103	54	Newtown,	99.5	36
42	23	Morris,	106.8	15	64	55	Bloomfield,	99.4	28
9	24	Bethany,	106.5	10	110	56	Lyme,	99.2	21
19	25	Wolcott,	106.5	3	107	57	Plainville,	98.7	19
70	26	Norfolk,	106.4	25	35	58	Canton,	98.3	28
36	27	Watertown,	106.4	31	13	59	Franklin,	98.3	16
11	28	Bethlehem,	106.1	10	127	60	Wilton,	97.9	17
59	29	Colchester,	106.1	36	54	61	Hebron,	97.8	15
26	30	Colebrook,	106.0	11	49	62	Somers,	97.6	6
3	31	Clinton,	105.6	41	56	63	East Granby,	97.5	6
69	32	Huntington,	105.4	10	44	64	Westbrook,	97.5	7

1875-76.	1876-77.	TOWNS.	Per cent. in public schools.	Regis'd over 16.	1875-76.	1876-77.	TOWNS.	Per cent. in public schools.	Regis'd over 16.
68	65	Southbury,	97.5	16	73	117	Granby,	89.7	7
76	66	Sharon,	97.3	37	82	118	East Hartford,	89.6	17
63	67	Suffield,	97.2	39	91	119	Stratford,	89.5	17
77	68	Windsor,	97.2	53	117	120	Chatham,	89.4	22
67	69	Ellington,	97.0	14	118	121	Cheshire,	89.2	25
105	70	Waterford,	97.0	32	114	122	East Haven,	88.8	19
34	71	Barkhamsted,	97.0	18	132	123	Fairfield,	88.7	47
43	72	Bethel,	96.9	5	71	124	Naugatuck,	88.0	4
46	73	Pomfret,	96.9	22	119	125	Norwalk,	88.0	74
92	74	Bristol,	96.6	38	120	126	Marlborough,	87.6	1
142	75	Weston,	96.0	12	146	127	Milford,	87.5	57
61	76	Washington,	96.0	15	93	128	Union,	87.3	8
21	77	Warren,	95.9	13	140	129	Glastonbury,	87.0	17
83	78	Avon,	95.8	7	122	130	North Canaan,	86.9	28
62	79	Chester,	95.7	15	136	131	Orange,	86.7	23
22	80	Windham,	95.6	80	145	132	Hamden,	86.4	17
143	81	Durham,	95.6	9	129	133	Farmington,	86.1	6
25	82	Oxford,	95.5	14	124	134	Darien,	86.0	8
101	83	Kent,	95.2	20	60	135	Monroe,	84.8	6
133	84	New Milford,	95.0	52	128	136	Manchester,	84.6	39
95	85	Thomaston,	94.9	28	123	137	Waterbury,	84.6	45
148	86	Newington,	94.8	9	151	138	Middletown,	84.6	135
85	87	Seymour,	94.8	9	115	139	Essex,	84.3	7
102	88	Groton,	94.8	45	111	140	Salisbury,	83.6	23
66	89	Mansfield,	94.7	31	108	141	Griswold,	83.5	31
104	90	New Canaan,	94.7	34	139	142	Killingly,	83.0	81
131	91	Berlin,	94.5	16	144	143	New Haven,	82.9	327
37	92	Goshen,	94.4	9	116	144	Derby,	82.8	55
134	93	West Hartford,	94.3	3	138	145	Haddam,	82.7	13
80	94	East Windsor,	94.3	32	137	146	Windsor Locks,	82.5	2
94	95	Plymouth,	93.9	23	141	147	North Haven,	82.3	6
75	96	Burlington,	93.8	7	150	148	Trumbull,	82.2	11
89	97	Southington,	93.3	32	130	149	New Hartford,	81.6	13
112	98	Middlebury,	93.3	12	149	150	Norwich,	81.5	34
106	99	Rocky Hill,	92.7	9	153	151	Hartford,	81.4	428
126	100	Vernon,	92.7	51	155	152	New Britain,	81.3	73
88	101	Wallingford,	92.5	19	125	153	Bridgeport,	80.7	148
79	102	Old Lyme,	92.4	9	161	154	Brooklyn,	79.3	47
100	103	Torrington,	92.3	35	147	155	Portland,	78.7	16
109	104	New London,	92.2	54	159	156	Greenwich,	78.1	33
98	105	Litchfield,	92.0	49	160	157	Meriden,	77.3	1
45	106	South Windsor,	91.9	12	156	158	Stafford,	77.2	29
121	107	Bozrah,	91.9	11	158	159	Plainfield,	75.6	28
50	108	Voluntown,	91.7	14	135	160	Winchester,	74.6	39
72	109	Saybrook,	91.6	13	157	161	Westport,	74.1	16
48	110	Canaan,	91.6	8	163	162	Enfield,	69.8	64
84	111	Cornwall,	91.5	37	164	163	Thompson,	66.4	32
99	112	Danbury,	91.4	67	165	164	Old Saybrook,	64.2	2
78	113	Stonington,	91.4	44	162	165	Stamford,	59.9	69
152	114	Beacon Falls,	90.6	0	167	166	Sprague,	43.9	29
113	115	Middlefield,	90.5	9	166	167	Putnam,	43.7	53
90	116	East Lyme,	90.4	22					

The order of the Towns in each County is next given.

TABLE IV—continued.

The Towns in each County arranged according to the percentage of their children who attended Public Schools during some part of the year ending August 31st, 1877.

1875-76.	1876-77.	TOWNS.	Per cent. in public schools.	Reg'd over 16.
		HARTFORD CO.		
1	1	Hartland,	124.0	23
16	2	Wethersfield,	107.9	27
2	3	Simsbury,	103.1	17
7	4	Bloomfield,	99.4	25
18	5	Plainville,	98.7	19
3	6	Canton,	98.3	28
5	7	East Granby,	97.5	6
6	8	Suffield,	97.2	39
10	9	Windsor,	97.2	53
15	10	Bristol,	96.6	38
13	11	Avon,	95.8	7
26	12	Newington,	94.8	9
22	13	Berlin,	94.5	16
23	14	West Hartford,	94.3	3
11	15	East Windsor,	94.3	32
9	16	Burlington,	93.8	7
14	17	Southington,	93.3	32
17	18	Rocky Hill,	92.7	9
4	19	South Windsor,	91.9	12
8	20	Granby,	89.7	7
12	21	East Hartford,	89.6	17
19	22	Marlborough,	87.6	1
25	23	Glastonbury,	87.0	17
21	24	Farmington,	86.1	6
20	25	Manchester,	84.6	39
24	26	Windsor Locks,	82.5	2
27	27	Hartford,	81.4	68
28	28	New Britain,	81.3	73
29	29	Enfield,	69.8	64
		NEW HAVEN CO.		
5	1	Prospect,	112.0	2
3	2	Woodbridge,	109.9	13
10	3	North Branford,	106.9	22
1	4	Bethany,	106.5	10
2	5	Wolcott,	106.5	3
7	6	Madison,	103.6	24
6	7	Guilford,	103.0	36
12	8	Branford,	102.0	40
8	9	Southbury,	97.5	16
4	10	Oxford,	95.5	14
11	11	Seymour,	94.8	9
14	12	Middlebury,	93.3	12
13	13	Wallingford,	92.5	19
24	14	Beacon Falls,	90.6	0
17	15	Cheshire,	89.2	25
15	16	East Haven,	88.8	19
9	17	Naugatuck,	88.0	4
23	18	Milford,	87.5	57
19	19	Orange,	86.7	23
22	20	Hamden,	86.4	17
18	21	Waterbury,	84.6	45
21	22	New Haven,	82.9	37
16	23	Derby,	82.8	55
20	24	North Haven,	82.3	6
25	25	Meriden,	77.3	1
		NEW LONDON CO.		
4	1	Lebanon,	117.5	43
7	2	Lisbon,	111.0	7
3	3	Ledyard,	107.6	28
1	4	North Stonington,	107.3	46
6	5	Montville,	106.8	36
9	6	Colchester,	106.1	36
8	7	Preston,	103.0	39
5	8	Salem,	101.2	14
17	9	Lyme,	99.2	21
2	10	Franklin,	98.3	16
14	11	Waterford,	97.0	32
13	12	Groton,	94.8	45
11	13	Old Lyme,	92.4	9
16	14	New London,	92.2	54
18	15	Bozrah,	91.9	11
10	16	Stonington,	91.4	44
12	17	East Lyme,	90.4	22
15	18	Griswold,	83.5	31
19	19	Norwich,	81.5	34
20	20	Sprague,	43.9	29
		FAIRFIELD CO.		
2	1	New Fairfield,	113.3	13
	2	Sherman,	111.1	17
3	3	Easton,	108.8	9
4	4	Brookfield,	107.1	10
8	5	Huntington,	105.4	10
6	6	Ridgefield,	101.8	22
20	7	Reading,	101.3	12
11	8	Newtown,	99.5	36
16	9	Wilton,	97.9	17
5	10	Bethel,	96.9	5

1875-76.	1876-77.	TOWNS.	Per cent. in public schools.	Reg'd over 16.
18	11	Weston,	96.0	12
12	12	New Canaan,	94.7	34
10	13	Danbury,	91.4	67
9	14	Stratford,	89.5	17
17	15	Fairfield,	88.7	47
13	16	Norwalk,	88.0	74
14	17	Darien,	86.0	8
7	18	Monroe,	84.8	6
19	19	Trumbull,	82.2	11
15	20	Bridgeport,	80.7	148
22	21	Greenwich,	78.1	33
21	22	Westport,	74.1	16
23	23	Stamford,	59.9	69
		WINDHAM CO.		
1	1	Hampton,	125.1	27
2	2	Scotland,	117.3	18
6	3	Canterbury,	112.6	17
5	4	Eastford,	112.0	25
7	5	Ashford,	110.7	33
3	6	Chaplin,	107.7	14
8	7	Woodstock,	103.7	50
11	8	Sterling,	99.6	14
9	9	Pomfret,	96.9	22
4	10	Windham,	95.6	80
10	11	Voluntown,	91.7	14
12	12	Killingly,	83.0	81
14	13	Brooklyn,	79.3	47
13	14	Plainfield,	75.6	28
15	15	Thompson,	66.4	32
16	16	Putnam,	43.7	53
		LITCHFIELD CO.		
1	1	Roxbury,	109.9	14
11	2	Morris,	106.8	15
14	3	Norfolk,	106.4	25
8	4	Watertown,	106.4	31
2	5	Bethlehem,	106.1	10
5	6	Colebrook,	106.0	11
10	7	Bridgewater,	105.4	8
3	8	Harwinton,	102.2	13
6	9	Woodbury,	99.7	20
15	10	Sharon,	97.3	37
7	11	Barkhamsted,	97.0	18
13	12	Washington,	96.0	15
4	13	Warren,	95.9	13
21	14	Kent,	95.2	20
25	15	New Milford,	95.0	52
18	16	Thomaston,	94.9	28
9	17	Goshen,	94.4	9
17	18	Plymouth,	93.9	23
20	19	Torrington,	92.3	35
19	20	Litchfield,	92.0	49
12	21	Canaan,	91.6	8
16	22	Cornwall,	91.5	37
23	23	North Canaan,	86.9	28
22	24	Salisbury,	83.6	23
24	25	New Hartford,	81.6	13
26	26	Winchester,	74.6	39
		MIDDLESEX CO.		
1	1	Clinton,	105.6	41
2	2	Killingworth,	104.4	14
6	3	Cromwell,	101.6	28
7	4	East Haddam,	99.9	20
3	5	Westbrook,	97.5	7
4	6	Chester,	95.7	15
12	7	Durham,	95.6	9
5	8	Saybrook,	91.6	13
8	9	Middlefield,	90.5	9
10	10	Chatham,	89.4	22
14	11	Middletown,	84.6	135
9	12	Essex,	84.3	7
11	13	Haddam,	82.7	13
13	14	Portland,	78.7	16
15	15	Old Saybrook,	64.2	2
		TOLLAND CO.		
1	1	Andover,	127.5	9
3	2	Willington,	105.1	18
2	3	Bolton,	104.8	12
10	4	Coventry,	103.8	20
6	5	Tolland,	103.7	17
7	6	Columbia,	100.9	16
5	7	Hebron,	97.8	15
4	8	Somers,	97.6	6
9	9	Ellington,	97.0	14
8	10	Mansfield,	94.7	31
12	11	Vernon,	92.7	51
11	12	Union,	87.3	8
13	13	Stafford,	77.2	29

		THE COUNTIES.		
2	1	Tolland,	94.1	246
1	2	Litchfield,	92.6	594
3	3	New London,	89.3	597
4	4	Middlesex,	88.3	351
7	5	Hartford,	86.6	1,059
6	6	New Haven,	85.5	799
5	7	Fairfield,	84.9	693
8	8	Windham,	82.3	555
		The State,	86.95	4,894

TABLE V.

In which all the Towns in the State are arranged according to their percentage of "average attendance in winter," as compared with their number "registered in winter."

This Table shows the comparative *regularity* of attendance of children in the Public Schools in each town in the State during the winter of 1876–77. It is formed by comparing the numbers in column 9 with those in column 15, in the statistical tables of the several Counties on pages 130–145.

1875-76.	1876-77.	TOWNS.	Per cent.	1875-76.	1876-77.	TOWNS.	Per cent.
4	1	Clinton,	87.2	42	45	Seymour,	78.1
7	2	Canton,	85.8	107	46	East Haven,	77.9
8	3	Putnam,	85.6	140	47	Orange,	77.8
10	4	New Haven,	84.5	141	48	Beacon Falls,	77.8
3	5	Saybrook,	84.2	30	49	Killingly,	77.8
96	6	Bolton,	84.1	120	50	Meriden,	77.7
14	7	Bloomfield,	83.6	56	51	Bristol,	77.6
28	8	Stafford,	83.1	25	52	Plymouth,	77.4
62	9	Mansfield,	83.0	100	53	Chester,	77.4
22	10	Thomaston,	82.8	86	54	Norwalk,	77.3
31	11	East Windsor,	82.5	40	55	East Haddam,	77.3
20	12	Killingworth,	81.9	46	56	Columbia,	77.1
33	13	Avon,	81.9	59	57	Derby,	77.1
19	14	Danbury,	81.9	75	58	Waterbury,	76.9
61	15	Thompson,	81.4	97	59	Bridgeport,	76.9
16	16	Hebron,	81.2	137	60	Middlebury,	76.9
5	17	Ellington,	81.2	136	61	Middletown,	76.7
131	18	Westbrook,	81.2	115	62	Chaplin,	76.6
9	19	Vernon,	81.0	34	63	Hartford,	76.4
15	20	Norwich,	80.9	129	64	Rocky Hill,	76.4
52	21	Enfield,	80.9	124	65	North Haven,	76 3
11	22	Suffield,	80.8	73	66	Windsor Locks,	76.3
12	23	Brooklyn,	80.8	132	67	East Granby,	76.2
112	24	Middlefield,	80.6	27	68	Ledyard,	76.1
78	25	Manchester,	80.4	94	69	Chatham,	76.0
101	26	Somers,	80.0	68	70	Newington,	76.0
103	27	Winchester,	79 9	1	71	New London,	76.0
48	28	East Hartford,	79.9	54	72	Cromwell,	75.9
80	29	Granby,	79.9	85	73	Plainville,	75.8
2	30	Milford,	79.8	82	74	Coventry,	75.7
65	31	Scotland,	79.8	104	75	North Stonington,	75.6
23	32	Glastonbury,	79.8	37	76	Hampton,	75.6
63	33	Marlborough,	79.5	117	77	Essex,	75.4
35	34	Woodstock,	79.3	127	78	Willington,	75.3
50	35	Cornwall,	78.9	118	79	New Hartford,	75.3
92	36	Branford,	78.9	57	80	Griswold,	75.3
79	37	Watertown,	78.8	43	81	South Windsor,	75.1
87	38	Eastford,	78.8	55	82	Colebrook,	75.1
39	39	New Britain,	78.7	51	83	Stonington,	75.1
17	40	Windham,	78.7	105	84	Preston,	75.0
89	41	Sprague,	78.5	147	85	Bridgewater,	75.0
71	42	Berlin,	78.4	91	86	Torrington,	74.7
128	43	Wethersfield,	78.3	45	87	Bethlehem,	74.5
26	44	Ashford,	78.3	53	88	Guilford,	74.5

1875-76.	1876-77.	TOWNS.	Per cent.
24	89	Harwinton,	74.4
88	90	Naugatuck,	74.3
66	91	Woodbury,	74.1
69	92	Franklin,	74.0
49	93	Montville,	73.9
58	94	Tolland,	73.8
21	95	Lisbon,	73.8
18	96	Pomfret,	73.8
36	97	Colchester,	73.6
114	98	West Hartford,	73.5
74	99	Southington,	73.5
6	100	Union,	73.5
13	101	Sterling,	73.4
151	102	Woodbridge,	73.3
72	103	Plainfield,	73.2
116	104	Prospect,	73.0
47	105	Farmington,	72.9
76	106	Lebanon,	72.8
109	107	Bethel,	72.8
111	108	Hamden,	72.7
83	109	North Branford,	72.5
98	110	Stamford,	72.5
32	111	Canterbury,	72.5
44	112	Durham,	72.2
148	113	North Canaan,	72.1
77	114	Portland,	71.9
99	115	East Lyme,	71.8
95	116	Cheshire,	71.8
113	117	Haddam,	71.7
64	118	Windsor,	71.7
143	119	Voluntown,	70.8
60	120	Morris,	70.5
38	121	Lyme,	70.4
135	122	Burlington,	70.4
125	123	Wallingford,	70.0
123	124	Canaan,	70.0
121	125	Wolcott,	70.0
67	126	Groton,	69.7
162	127	Easton,	69.6
102	128	Waterford,	69.4
119	129	Madison,	69.3
156	130	Reading,	69.3
122	131	Litchfield,	69.1
110	132	Goshen,	69.1
153	133	Westport,	68.9
90	134	Barkhamsted,	68.3
142	135	Washington,	67.4
106	136	Oxford,	67.1
70	137	Simsbury,	66.9
155	138	Old Lyme,	66.9
152	139	New Milford,	66.7
81	140	Norfolk,	66.5
160	141	Fairfield,	66.3
157	142	Salisbury,	66.2
144	143	Bozrah,	66.1
139	144	Newtown,	66.0
126	145	Stratford,	65.4
41	146	Andover,	65.3
154	147	Warren,	65.3
130	148	Salem,	64.9
133	149	Southbury,	64.7
167	150	Bethany,	64.6
163	151	Sharon,	64.4
161	152	Trumbull,	64.2
138	153	Brookfield,	63.8
84	154	Huntington,	63.7
158	155	Greenwich,	63.1
159	156	New Fairfield,	63.0
93	157	Old Saybrook,	62.9
134	158	Kent,	62.7
150	159	Monroe,	62.7
146	160	Ridgefield,	62.4
145	161	Darien,	62.3
149	162	Wilton,	61.6
29	163	Hartland,	59.4
166	164	Weston,	58.9
165	165	Sherman,	58.8
164	166	New Canaan,	57.2
108	167	Roxbury,	57.0

1875-76.	1876-77.	THE COUNTIES.	1875-76.	1876-77.
1	1	Tolland,	78.2	79.6
5	2	New Haven,	76.5	78.9
2	3	Windham,	78.1	77.9
4	4	Hartford,	77.0	77.3
6	5	Middlesex,	73.3	76.3
3	6	New London,	77.6	75.5
7	7	Litchfield,	71.3	71.9
8	8	Fairfield,	70.5	71.5
		The State,	75.18	75.99

In the several Counties the Towns rank as follows.

TABLE V—continued.

The Towns in each County arranged according to their percentage of "averc ance in winter," as compared with their number "registered in winte

1875-76.	1876-77.	TOWNS.	Per cent.
		HARTFORD CO.	
1	1	Canton,	85.8
3	2	Bloomfield.	83.6
6	3	East Windsor,	82.5
7	4	Avon,	81.9
13	5	Enfield,	80.9
2	6	Suffield,	80.8
22	7	Manchester,	80.4
12	8	East Hartford,	79.9
23	9	Granby,	79.9
4	10	Glastonbury,	79.8
15	11	Marlborough,	79.5
9	12	New Britain,	78.7
19	13	Berlin,	78.4
26	14	Wethersfield,	78.3
14	15	Bristol,	77.6
8	16	Hartford,	76.4
27	17	Rocky Hill,	76.4
20	18	Windsor Locks,	76.3
28	19	East Granby,	76.2
17	20	Newington,	76.0
24	21	Plainville,	75.8
10	22	South Windsor,	75.1
25	23	West Hartford,	73.5
21	24	Southington,	73.5
11	25	Farmington,	72.9
16	26	Windsor,	71.7
29	27	Burlington,	70.4
18	28	Simsbury,	66.9
5	29	Hartland,	59.4
		NEW HAVEN CO.	
2	1	New Haven,	84.5
1	2	Milford,	79.8
9	3	Branford,	78.9
3	4	Seymour,	78.1
12	5	East Haven,	77.9
22	6	Orange,	77.8
23	7	Beacon Falls,	77.8
16	8	Meriden,	77.7
5	9	Derby,	77.1
6	10	Waterbury,	76.9
21	11	Middlebury,	76.9
18	12	North Haven,	76.3
4	13	Guilford,	74.5
8	14	Naugatuck,	
24	15	Woodbridge,	
14	16	Prospect.	
13	17	Hamden,	
7	18	North Branford,	
10	19	Cheshire,	
19	20	Wallingford,	
17	21	Wolcott,	
15	22	Madison,	
11	23	Oxford,	
20	24	Southbury,	
25	25	Bethany,	
		NEW LONDON CO	
2	1	Norwich,	
13	2	Sprague,	
4	3	Ledyard,	
1	4	New London,	
16	5	North Stonington,	
9	6	Griswold,	
8	7	Stonington,	
17	8	Preston,	
11	9	Franklin,	
7	10	Montville,	
3	11	Lisbon,	
5	12	Colchester,	
12	13	Lebanon,	
14	14	East Lyme,	
6	15	Lyme,	
10	16	Groton,	
15	17	Waterford,	
20	18	Old Lyme,	
19	19	Bozrah,	
18	20	Salem,	
		FAIRFIELD CO.	
1	1	Danbury,	
3	2	Norwalk,	
4	3	Bridgeport,	
6	4	Bethel,	
5	5	Stamford,	
20	6	Easton,	
15	7	Reading.	
14	8	Westport,	
18	9	Fairfield,	
9	10	Newtown,	

1875-76.	1876-77.	TOWNS.	Per cent.	1875-76.	1876-77.	TOWNS.	Per cent.
7	11	Stratford,	65.4	7	14	Morris,	70.5
19	12	Trumbull,	64.2	18	15	Canaan,	70.0
8	13	Brookfield,	63.8	17	16	Litchfield,	69.1
2	14	Huntington,	63.7	15	17	Goshen,	69.1
16	15	Greenwich,	63.1	11	18	Barkhamsted,	68.3
17	16	New Fairfield,	63.0	20	19	Washington,	67.4
13	17	Monroe,	62.7	23	20	New Milford,	66.7
11	18	Ridgefield,	62.4	10	21	Norfolk,	66.5
10	19	Darien,	62.3	25	22	Salisbury,	66.2
12	20	Wilton,	61.6	24	23	Warren,	65.3
23	21	Weston,	58.9	26	24	Sharon,	64.4
22	22	Sherman,	58.8	19	25	Kent,	62.7
21	23	New Canaan,	57.2	14	26	Roxbury,	57.0
		WINDHAM CO.				MIDDLESEX CO.	
1	1	Putnam,	85.6	2	1	Clinton,	87.2
11	2	Thompson,	81.4	1	2	Saybrook,	84.2
2	3	Brooklyn,	80.8	3	3	Killingworth,	81.9
12	4	Scotland,	79.8	14	4	Westbrook,	81.2
9	5	Woodstock,	79.3	11	5	Middlefield,	80.6
14	6	Eastford,	78.8	10	6	Chester,	77.4
4	7	Windham,	78.7	4	7	East Haddam,	77.3
6	8	Ashford,	78.3	15	8	Middletown,	76.7
7	9	Killingly,	77.8	9	9	Chatham,	76.0
15	10	Chaplin,	76.6	6	10	Cromwell,	75.9
10	11	Hampton,	75.6	13	11	Essex,	75.4
5	12	Pomfret,	73.8	5	12	Durham,	72.2
3	13	Sterling,	73.4	7	13	Portland,	71.9
13	14	Plainfield,	73.2	12	14	Haddam,	71.7
8	15	Canterbury,	72.5	8	15	Old Saybrook,	62.9
16	16	Voluntown,	70.8				
		LITCHFIELD CO.				TOLLAND CO.	
1	1	Thomaston,	82.8	11	1	Bolton,	84.1
13	2	Winchester,	79.9	5	2	Stafford,	83.1
5	3	Cornwall,	78.9	9	3	Mansfield,	83.0
9	4	Watertown,	78.8	4	4	Hebron,	81.2
3	5	Plymouth,	77.4	1	5	Ellington,	81.2
16	6	New Hartford,	75.3	3	6	Vernon,	81.0
6	7	Colebrook,	75.1	12	7	Somers,	80.0
21	8	Bridgewater,	75.0	7	8	Columbia,	77.1
12	9	Torrington,	74.7	10	9	Coventry,	75.7
4	10	Bethlehem,	74.5	13	10	Willington,	75.3
2	11	Harwinton,	74.4	8	11	Tolland,	73.8
8	12	Woodbury,	74.1	2	12	Union,	73.5
22	13	North Canaan,	72.1	6	13	Andover,	65.3

TABLE VI.

In which all the Towns in the State are arranged according to their percentage of "average attendance in winter," as compared with their number "enumerated."

This Table is designed to show what proportion of children in each town were present, on the average, in the Public Schools, during the winter of 1876–77. It is formed by comparing the numbers in column 8 with those in column 15, in the statistical tables of the several Counties, on pages 130–145.

1875-76.	1876-77.	TOWNS.	Per cent.	1875-76.	1876-77.	TOWNS.	Per cent.
7	1	Scotland,	84.7	123	46	Middlebury,	63.2
3	2	Hampton,	79.7	79	47	Durham,	63.1
1	3	Clinton,	79.3	64	48	Milford,	63.1
4	4	Canton,	78.7	95	49	West Hartford,	62.8
74	5	Lisbon,	75.6	22	50	Bethlehem,	62.6
8	6	Killingworth,	74.7	44	51	Woodbury,	62.6
30	7	Eastford,	74.6	94	52	Middlefield,	62.5
27	8	Bolton,	71.0	31	53	New London,	62.3
11	9	Bloomfield,	70.4	32	54	Ellington,	62.2
6	10	Ledyard,	69.9	57	55	East Hartford,	62.1
21	11	Saybrook,	69.3	89	56	Branford,	62.0
29	12	Tolland,	69.0	133	57	Berlin,	62.0
52	13	Watertown,	68.8	35	58	Suffield,	61.8
28	14	East Windsor,	68.8	19	59	Guilford,	61.7
37	15	Preston,	68.7	75	60	Seymour,	61.4
61	16	Woodbridge,	68.6	118	61	Rocky Hill,	61.3
46	17	Chaplin,	68.5	9	62	Andover,	61.3
12	18	North Stonington,	68 4	41	63	Bethel,	61.2
5	19	Canterbury,	68.3	36	64	Plymouth,	61.1
42	20	East Granby,	67.3	55	65	Chester,	60.9
47	21	Colebrook,	66.9	14	66	Sterling,	60.8
33	22	Westbrook,	66.7	77	67	Norfolk,	60.7
39	23	Somers,	66.1	60	68	Windsor,	60.7
15	24	South Windsor,	66.0	81	69	Bristol,	60.4
50	25	North Branford,	65.9	43	70	Colchester,	60.3
17	26	Hebron,	65.6	66	71	Wolcott,	60.2
40	27	Columbia,	65.4	69	72	Cornwall,	60.1
56	28	Madison,	65.2	120	73	Chatham,	60.0
25	29	Lebanon,	65.2	111	74	Bethany,	59.8
23	30	Montville,	65.1	91	75	Naugatuck,	59.2
72	31	Prospect,	65.1	70	76	Wallingford,	59.2
24	32	Avon,	65.0	59	77	Lyme,	59.0
10	33	Harwinton,	64.9	76	78	Stonington,	59.0
73	34	Easton,	64.9	34	79	Pomfret,	58.7
18	35	Woodstock,	64.9	105	80	Waterford,	58.6
67	36	East Haddam,	64.7	78	81	Windham,	58.4
51	37	Mansfield,	64.4	86	82	New Haven,	58.2
16	38	Ashford,	64.3	90	83	Glastonbury,	58.2
20	39	Franklin,	64 2	122	84	Orange,	58.1
127	40	Wethersfield,	64.0	38	85	Morris,	58.1
53	41	Cromwell,	63.7	100	86	New Fairfield,	58.0
2	42	Hartland,	63 6	114	87	Thomaston,	57 8
68	43	Bridgewater,	63.5	157	88	Reading,	57.7
63	44	Danbury,	63.5	84	89	Huntington,	57.6
98	45	Willington,	63.5	45	90	Salem,	57 5

1875-76.	1876-77.	TOWNS.	Per cent.
88	91	Plainville,	57.2
112	92	Newtown,	57.0
80	93	Torrington,	56.9
102	94	Vernon,	56.8
125	95	New Britain,	56.6
97	96	Burlington,	56.6
62	97	Ridgefield,	56.1
82	98	Brookfield,	56.0
49	99	Simsbury,	55.9
65	100	Oxford,	55.8
117	101	Norwich,	55.6
119	102	Norwalk,	55.6
139	103	Beacon Falls,	55.6
109	104	Bridgeport,	55.4
58	105	Southington,	55 3
140	106	New Milford,	55.3
115	107	Marlborough,	55.2
146	108	Essex,	55.2
71	109	Farmington,	55.2
101	110	Washington,	54.9
93	111	Groton,	54.8
121	112	Old Lyme,	54.7
107	113	Granby,	54.6
106	114	East Lyme,	54.4
104	115	Coventry,	54.3
136	116	Manchester,	54.2
99	117	Derby,	54.0
110	118	Cheshire,	53.9
85	119	Portland,	53.8
26	120	Union,	53.7
142	121	Waterbury,	53.6
145	122	Middletown,	53.4
113	123	Goshen,	53.4
141	124	Brooklyn,	53.2
138	125	Wilton,	53.1
128	126	Hartford,	52.9
148	127	Newington,	52.8
147	128	North Haven,	52.7
13	129	Roxbury,	52.6
143	130	Hamden,	52.6
132	131	Haddam,	52.4
130	132	Windsor Locks,	52.2
48	133	Barkhamsted,	52.0
129	134	North Canaan,	51.9
83	135	Southbury,	51.8
149	136	Fairfield,	51.4
87	137	Litchfield,	51.3
150	138	Sharon,	50.9
124	139	East Haven,	50.1
96	140	Stratford,	49.8
126	141	Voluntown,	49.7
159	142	Meriden,	49.6
164	143	Weston,	49.5
108	144	Griswold,	49.4
153	145	New Hartford,	49.1
103	146	Monroe,	49.0
154	147	Winchester,	48.9
155	148	Stafford,	48.7
131	149	Kent,	48.4
137	150	Canaan,	48.3
135	151	Killingly,	47.9
151	152	Enfield,	47.9
54	153	Sherman,	47.5
92	154	Warren,	47.1
134	155	Darien,	46.4
144	156	New Canaan,	46.3
156	157	Bozrah,	44.6
158	158	Trumbull,	43.4
161	159	Westport,	43.3
160	160	Greenwich,	43 0
116	161	Salisbury,	42.7
152	162	Plainfield,	41.6
163	163	Thompson,	40.5
162	164	Stamford,	36.6
165	165	Old Saybrook,	33.9
166	166	Putnam,	27 7
167	167	Sprague,	24.9

		THE COUNTIES.	1875-76.	1876-77.
1	1	Tolland,	58.0	58.6
4	2	Middlesex,	55.7	57.7
2	3	New London,	57.0	56.7
3	4	Hartford,	55.9	56.6
6	5	New Haven,	55.2	56.5
5	6	Litchfield,	55.6	54.2
7	7	Fairfield,	52.6	52.2
8	8	Windam,	51.6	49.9
		The State,	55.01	55.24

The arrangement of the same figures by Counties appears below.

TABLE VI—continued.

The Towns in each County arranged according to their percentage of "average attendance in winter," as compared with their number "enumerated."

1875-76.	1876-77.	TOWNS.	Per cent.
		HARTFORD CO.	
2	1	Canton,	78.7
3	2	Bloomfield,	70.4
6	3	East Windsor,	68.8
8	4	East Granby,	67.3
4	5	South Windsor,	66.0
5	6	Avon,	65.0
23	7	Wethersfield,	64.0
1	8	Hartland,	63.6
17	9	West Hartford,	62.8
10	10	East Hartford,	62.1
26	11	Berlin,	62.0
7	12	Suffield,	61.8
21	13	Rocky Hill,	61.3
12	14	Windsor,	60.7
14	15	Bristol,	60.4
16	16	Glastonbury,	58.2
15	17	Plainville,	57.2
22	18	New Britain,	56.6
18	19	Burlington,	56.6
9	20	Simsbury,	55.9
11	21	Southington,	55.3
20	22	Marlborough,	55.2
13	23	Farmington,	55.2
19	24	Granby,	54.6
27	25	Manchester,	54.2
24	26	Hartford,	52.9
28	27	Newington,	52.8
25	28	Windsor Locks,	52.2
29	29	Enfield,	47.9
		NEW HAVEN CO.	
4	1	Woodbridge,	68.6
2	2	North Branford,	65.9
3	3	Madison,	65.2
9	4	Prospect,	65.1
19	5	Middlebury,	63.2
5	6	Milford,	63.1
13	7	Branford,	62.0
1	8	Guilford,	61.7
10	9	Seymour,	61.4
7	10	Wolcott,	60.2
17	11	Bethany,	59.8
14	12	Naugatuck,	59.2
8	13	Wallingford,	59.2
12	14	New Haven,	58.2
18	15	Orange,	58.1
6	16	Oxford,	55.8
21	17	Beacon Falls,	55.6
15	18	Derby,	54.0
16	19	Cheshire,	53.9
22	20	Waterbury,	53.6
24	21	North Haven,	52.7
23	22	Hamden,	52.6
11	23	Southbury,	51.8
20	24	East Haven,	50.1
25	25	Meriden,	49.6
		NEW LONDON CO.	
11	1	Lisbon,	75.6
1	2	Ledyard,	69 9
7	3	Preston,	68.7
2	4	North Stonington,	68.4
5	5	Lebanon,	65.2
4	6	Montville,	65.1
3	7	Franklin,	64.2
6	8	New London,	62.3
8	9	Colchester,	60.3
10	10	Lyme,	59.0
12	11	Stonington,	59.0
14	12	Waterford,	58.6
9	13	Salem,	57.5
17	14	Norwich,	55.6
13	15	Groton,	54.8
18	16	Old Lyme,	54.7
15	17	East Lyme,	54.4
16	18	Griswold,	49.4
19	19	Bozrah,	44.6
20	20	Sprague,	24.9
		FAIRFIELD CO.	
5	1	Easton,	64.9
4	2	Danbury,	63.5
1	3	Bethel,	61.2
9	4	New Fairfield,	58.0
18	5	Reading,	57.7
7	6	Huntington,	57.6
12	7	Newtown,	57.0
3	8	Ridgefield,	56.1
6	9	Brookfield,	56.0
13	10	Norwalk,	55.6
11	11	Bridgeport,	55.4
15	12	Wilton,	53.1

1875-76.	1876-77.	TOWNS.	Per cent.
17	13	Fairfield,	51.4
8	14	Stratford,	49.8
23	15	Weston,	49.5
10	16	Monroe,	49.0
2	17	Sherman,	47.5
14	18	Darien,	46.4
16	19	New Canaan,	46.3
19	20	Trumbull,	43.4
21	21	Westport,	43.3
20	22	Greenwich,	43.0
22	23	Stamford,	36.6
		WINDHAM CO.	
3	1	Scotland,	84.7
1	2	Hampton,	79.7
7	3	Eastford,	74 6
9	4	Chaplin,	68.5
2	5	Canterbury,	68 3
6	6	Woodstock,	64.9
5	7	Ashford,	64.3
4	8	Sterling,	60.8
8	9	Pomfret,	58.7
10	10	Windham,	58.4
13	11	Brooklyn,	53.2
11	12	Voluntown,	49.7
12	13	Killingly,	47.9
14	14	Plainfield,	41.6
15	15	Thompson,	40 5
16	16	Putnam,	27.7
		LITCHFIELD CO	
9	1	Watertown,	68.8
7	2	Colebrook,	66.9
1	3	Harwinton,	64.9
10	4	Bridgewater,	63.5
3	5	Bethlehem,	62.6
6	6	Woodbury,	62.6
4	7	Plymouth,	61.1
12	8	Norfolk,	60.7
11	9	Cornwall,	60.1
5	10	Morris,	58.1
18	11	Thomaston,	57.8
13	12	Torrington,	56.9
23	13	New Milford,	55.3
16	14	Washington,	54.9
17	15	Goshen,	53.4
2	16	Roxbury,	52.6
8	17	Barkhamsted,	52.0
20	18	North Canaan,	51.9
14	19	Litchfield,	51.3
24	20	Sharon,	50.9
25	21	New Hartford,	49.1
26	22	Winchester,	48.9
21	23	Kent,	48.4
22	24	Canaan,	48 3
15	25	Warren,	47.1
19	26	Salisbury,	42.7
		MIDDLESEX CO.	
1	1	Clinton,	79.3
2	2	Killingworth,	74.7
3	3	Saybrook,	69.3
4	4	Westbrook,	66.7
7	5	East Haddam,	64 7
5	6	Cromwell,	63.7
8	7	Durham,	63.1
10	8	Middlefield,	62.5
6	9	Chester,	60.9
11	10	Chatham,	60.0
14	11	Essex,	55.2
9	12	Portland,	53.8
13	13	Middletown,	53.4
12	14	Haddam,	52.4
15	15	Old Saybrook,	33.9
		TOLLAND CO.	
3	1	Bolton,	71.0
5	2	Tolland,	69.0
7	3	Somers,	66.1
2	4	Hebron,	65.6
8	5	Columbia,	65.4
9	6	Mansfield,	64.4
10	7	Willington,	63.5
6	8	Ellington,	62.2
1	9	Andover,	61.3
11	10	Vernon,	56.8
12	11	Coventry,	54.3
4	12	Union,	53.7
13	13	Stafford,	48.7

CONDITION OF SCHOOL HOUSES.

TOWNS.	Good.	Medium.	Poor.	Total.	New.
Hartford,	15	1	0	16	
Avon,	4	2	1	7	
Berlin,	7	2	1	10	
Bloomfield,	4	5	0	9	
Bristol,	7	5	0	12	1
Burlington,	5	3	0	8	
Canton,	4	3	1	8	
East Granby,	2	4	0	6	
East Hartford,	8	1	2	11	
East Windsor,	8	3	0	11	
Enfield,	3	13	0	16	
Farmington,	7	1	1	9	
Glastonbury,	7	7	4	18	1
Granby,	7	1	2	10	1
Hartland,	6	1	2	9	
Manchester,	5	4	0	9	
Marlborough,	3	0	1	4	
New Britain,	9	0	1	10	
Newington,	1	1	2	4	
Plainville,	1	1	0	2	
Rocky Hill,	2	1	1	4	
Simsbury,	7	4	0	11	
Southington,	12	0	0	12	
South Windsor,	8	2	0	10	
Suffield,	10	1	0	11	
West Hartford,	3	3	2	8	
Wethersfield,	7	0	0	7	
Windsor,	8	2	0	10	
Windsor Locks,	2	0	0	2	
Total,	172	71	21	264	3
New London,	9	0	0	9	
Norwich,	21	0	0	21	1
Bozrah,	3	2	1	6	
Colchester,	1	11	1	13	
East Lyme,	8	1	0	9	
Franklin,	1	5	1	7	
Griswold,	6	5	3	14	
Groton,	5	6	0	11	
Lebanon,	7	8	1	16	1
Ledyard,	10	2	2	14	
Lisbon,	1	0	3	4	
Lyme,	5	2	0	7	
Montville,	9	3	0	12	
North Stonington,	6	9	0	15	
Old Lyme,	0	4	4	8	
Preston,	5	5	2	12	
Salem,	4	3	1	8	
Sprague,	4	0	1	5	
Stonington,	6	6	4	16	1
Waterford,	9	2	0	11	
Total,	120	74	24	218	3

TOWNS.	Good.	Medium.	Poor.	Total.	New.
New Haven,	23	2	0	25	2
Beacon Falls,	3	0	0	3	
Bethany,	3	1	1	5	1
Branford,	3	7	0	10	1
Cheshire,	9	2	1	12	
Derby,	8	0	0	8	1
East Haven,	2	3	3	8	
Guilford,	6	7	2	15	
Hamden,	10	3	0	13	
Madison,	5	5	3	13	
Meriden,	10	3	1	14	
Middlebury,	1	2	2	5	
Milford,	5	1	0	6	
Naugatuck,	2	4	0	6	1
North Branford,	6	0	1	7	
North Haven,	2	3	3	8	
Orange,	3	5	0	8	
Oxford,	6	6	0	12	
Prospect,	2	2	1	5	
Seymour,	5	2	1	8	
Southbury,	4	3	2	9	
Wallingford,	8	2	2	12	
Waterbury,	12	5	4	21	
Wolcott,	3	3	0	6	
Woodbridge,	6	0	0	6	1
Total,	147	71	27	245	7
Bridgeport,	15	0	0	15	1
Danbury,	5	3	4	12	
Bethel,	2	4	0	6	
Brookfield,	2	4	2	8	
Darien,	4	0	1	5	
Easton,	7	0	1	8	
Fairfield,	4	1	9	14	
Greenwich,	9	6	4	19	
Huntington,	9	2	1	12	
Monroe,	7	0	0	7	
New Canaan,	8	2	1	11	
New Fairfield,	1	3	3	7	
Newtown,	18	2	1	21	
Norwalk,	12	0	0	12	
Reading,	6	2	1	9	
Ridgefield,	5	5	2	12	1
Sherman,	0	6	0	6	
Stamford,	11	3	2	16	1
Stratford,	3	5	1	9	
Trumbull,	4	2	0	6	
Weston,	3	3	0	6	
Westport,	1	3	6	10	
Wilton,	8	2	0	10	
Total,	144	58	39	241	3

TOWNS.	Good.	Medium.	Poor.	Total.	New.
Brooklyn,	5	3	1	9	
Ashford,	7	3	0	10	
Canterbury,	7	4	0	11	
Chaplin,	4	0	0	4	
Eastford,	1	4	3	8	
Hampton,	5	2	0	7	
Killingly,	9	5	1	15	1
Plainfield,	9	2	2	13	
Pomfret,	5	1	2	8	
Putnam,	5	1	1	7	
Scotland,	0	5	0	5	
Sterling,	3	3	3	9	
Thompson,	5	6	2	13	
Voluntown,	6	2	1	9	
Windham,	11	1	0	12	
Woodstock,	8	9	0	17	
Total,	90	51	16	157	1
Litchfield,	1	13	6	20	
Barkhamsted,	1	7	3	11	
Bethleham,	4	2	2	8	
Bridgewater,	3	2	0	5	
Canaan,	5	3	2	10	
Colebrook,	4	5	1	10	
Cornwall,	12	3	0	15	
Goshen,	7	1	3	11	
Harwinton,	3	7	2	12	
Kent,	7	5	1	13	
Morris,	5	0	0	5	
New Hartford,	3	5	2	10	
New Milford,	6	6	6	18	
Norfolk,	3	7	1	11	
North Canaan,	2	3	0	5	1
Plymouth,	3	5	2	10	
Roxbury,	5	1	1	7	
Salisbury,	10	3	1	14	
Sharon,	8	7	3	18	
Thomaston,	5	0	0	5	
Torrington,	1	7	2	10	
Warren,	3	2	1	6	
Washington,	6	5	1	12	
Watertown,	7	1	1	9	
Winchester,	4	3	1	8	
Woodbury,	6	5	3	14	
Total,	124	108	45	277	1

TOWNS.	Good.	Medium.	Poor.	Total.	New.
Middletown,	11	8	2	21	
Haddam,	6	6	1	13	
Chatham,	3	4	4	11	
Chester,	4	0	0	4	
Clinton,	1	3	0	4	
Cromwell,	3	3	0	6	
Durham,	4	2	0	6	1
East Haddam,	9	6	2	17	
Essex,	4	1	1	6	
Killingworth,	6	2	0	8	
Middlefield,	4	0	0	4	
Old Saybrook,	2	2	0	4	
Portland,	4	3	0	7	1
Saybrook,	0	2	3	5	
Westbrook,	6	1	0	7	
Total,	67	43	13	123	2
Tolland,	8	1	3	12	1
Andover,	1	2	1	4	
Bolton,	2	1	1	4	
Columbia,	1	5	1	7	
Coventry,	3	7	0	10	
Ellington,	9	0	0	9	
Hebron,	4	3	3	10	
Mansfield,	9	3	2	14	
Somers,	2	6	2	10	
Stafford,	10	6	1	17	
Union,	2	3	1	6	
Vernon,	6	5	0	11	
Willington,	1	6	1	8	1
Total,	58	48	16	122	2

RECAPITULATION.

Hartford County,	172	71	21	264	3
New Haven "	147	71	27	245	7
New London "	120	74	24	218	3
Fairfield "	144	58	39	241	3
Windham "	90	51	16	157	1
Litchfield "	124	108	45	277	1
Middlesex "	67	43	13	123	2
Tolland "	58	48	16	122	2
Total	922	524	201	1,647	22

THE GRADED SCHOOLS IN THE STATE.

TOWNS.	2 Dep'ts.	3 "	4 "	5 "	6 "	7 "	8 "	9 "	10 "	11 "	12 "	13 "	22 "	Whole No. of Graded Schools.	Whole No. of Departments.
Hartford,	3	2	--	--	1	1	1	--	1	2	--	--	2	13	109
Berlin,	2	--	--	--	--	--	--	--	--	--	--	--	--	2	4
Bloomfield,	1	--	--	--	--	--	--	--	--	--	--	--	--	1	2
Bristol,	2	1	1	--	--	--	--	--	--	--	--	--	--	4	11
Canton,	--	--	--	1	--	--	--	--	--	--	--	--	--	1	5
East Hartford,	3	1	--	--	--	--	--	--	--	--	--	--	--	4	9
East Windsor,	--	1	1	--	--	--	--	--	--	--	--	--	--	2	7
Enfield,	2	--	--	1	--	1	--	--	--	--	--	--	--	4	16
Farmington,	--	--	2	--	--	--	--	--	--	--	--	--	--	2	8
Glastonbury,	1	--	--	--	--	--	--	--	--	--	--	--	--	1	2
Manchester,	2	--	1	1	--	--	--	--	--	--	--	--	--	4	13
New Britain,	--	1	1	--	1	1	--	--	--	--	1	--	--	5	32
Newington,	1	--	--	--	--	--	--	--	--	--	--	--	--	1	2
Plainville,	--	--	--	1	--	--	--	--	--	--	--	--	--	1	5
Rocky Hill,	1	--	--	--	--	--	--	--	--	--	--	--	--	1	2
Simsbury,	--	1	--	--	--	--	--	--	--	--	--	--	--	1	3
Southington,	1	--	1	1	--	--	--	--	--	--	--	--	--	3	11
Suffield,	3	--	--	--	--	--	--	--	--	--	--	--	--	3	6
Wethersfield,	1	--	--	--	--	--	--	--	--	--	--	--	--	1	2
Windsor,	--	2	--	--	--	--	--	--	--	--	--	--	--	2	6
Windsor Locks,	--	--	--	--	--	1	--	--	--	--	--	--	--	1	7
Totals, 21 Towns,	23	9	7	5	2	4	1	--	1	2	1	--	2	57	262
New Haven,	3	--	6	--	2	3	1	--	--	--	7	1	--	23	168
Beacon Falls,	1	--	--	--	--	--	--	--	--	--	--	--	--	1	2
Branford,	1	--	--	--	1	--	--	--	--	--	--	--	--	2	8
Cheshire,	2	--	--	--	--	--	--	--	--	--	--	--	--	2	4
Derby,	--	1	3	1	--	--	--	--	--	--	1	--	--	6	32
East Haven,	1	1	--	--	--	--	--	--	--	--	--	--	--	2	5
Guilford,	--	--	--	1	--	--	--	--	--	--	--	--	--	1	5
Hamden,	2	--	--	--	--	--	--	--	--	--	--	--	--	2	4
Meriden,	--	1	3	1	1	--	--	--	--	--	--	1	--	7	39
Milford,	--	--	--	1	--	--	--	--	--	--	--	--	--	1	5
Naugatuck,	--	--	1	--	--	1	--	--	--	--	--	--	--	2	11
North Haven,	1	--	--	--	--	--	--	--	--	--	--	--	--	1	2
Orange,	1	--	--	--	--	1	--	--	--	--	--	--	--	2	9
Wallingford,	1	1	1	--	--	--	--	--	--	--	--	--	--	3	9
Waterbury,	4	1	3	--	--	--	--	1	--	--	--	--	--	9	32
Totals, 15 Towns,	17	5	17	4	4	5	1	1	--	--	8	2	--	64	335
New London,	1	1	1	--	1	1	2	--	--	--	--	--	--	7	38
Norwich,	2	--	7	4	1	--	--	--	1	--	--	--	--	15	68
Colchester,	1	--	1	--	--	--	--	--	--	--	--	--	--	2	6
Griswold,	--	--	--	1	--	--	--	--	--	--	--	--	--	1	5
Groton,	3	1	1	--	--	--	--	--	--	--	--	--	--	5	13
Montville,	2	--	--	--	--	--	--	--	--	--	--	--	--	2	4
Preston,	1	--	1	--	--	--	--	--	--	--	--	--	--	2	6
Sprague,	2	1	--	--	--	--	--	--	--	--	--	--	--	3	7
Stonington,	--	2	--	--	1	1	--	--	--	--	--	--	--	5	21
Waterford,	--	--	--	--	--	--	--	--	--	--	--	--	--	1	2
Totals, 10 Towns,	4	5	11	5	3	2	2	--	1	--	--	--	--	43	170
Brooklyn,	--	2	--	--	--	--	--	--	--	--	--	--	--	2	6
Killingly,	2	1	--	--	1	--	--	--	--	--	--	--	--	4	13
Plainfield,	1	1	--	--	--	--	--	--	--	--	--	--	--	2	5
Putnam,	2	--	1	1	--	--	--	--	--	--	--	--	--	4	13
Thompson,	1	1	--	--	--	--	--	--	--	--	--	--	--	2	5
Windham,	3	--	--	1	--	--	--	1	--	--	--	--	--	5	20
Totals, 6 Towns,	9	5	1	2	1	--	--	1	--	--	--	--	--	19	62

TOWNS.	2 Dep'ts.	3 "	4 "	5 "	6 "	7 "	8 "	10 "	12 "	13 "	Whole No. of Graded Schools.	Whole No. of Departments.
Bridgeport,	4	1	2	1	--	2	3	--	--	--	13	62
Danbury,	2	--	1	--	--	--	1	--	1	--	5	28
Bethel,	--	2	--	--	--	--	--	--	--	--	2	6
Darien,	2	--	--	--	--	--	--	--	--	--	2	4
Fairfield,	2	1	--	--	--	--	--	--	--	--	3	7
Greenwich,	3	--	1	--	--	--	--	--	--	--	4	10
Huntington,	--	1	--	--	--	--	--	--	--	--	1	3
New Canaan,	--	--	1	--	--	--	--	--	--	--	1	4
Newtown,	1	--	--	--	--	--	--	--	--	--	1	2
Norwalk,	2	2	1	--	--	2	--	1	--	--	8	38
Stamford,	2	--	--	1	--	1	--	--	--	--	4	16
Stratford,	1	1	1	--	--	--	--	--	--	--	3	9
Totals, 12 Towns,	19	8	7	2	--	5	4	1	1	--	47	189
Bridgewater,	1	--	--	--	--	--	--	--	--	--	1	2
Colebrook,	1	--	--	--	--	--	--	--	--	--	1	2
New Hartford,	2	1	--	--	--	--	--	--	--	--	3	7
New Milford,	--	--	1	--	--	--	--	--	--	--	1	4
Norfolk,	1	--	--	--	--	--	--	--	--	--	1	2
North Canaan,	2	--	--	--	--	--	--	--	--	--	2	4
Plymouth,	1	--	--	1	--	--	--	--	--	--	2	7
Salisbury,	3	--	--	--	--	--	--	--	--	--	3	6
Thomaston,	1	--	--	--	1	--	--	--	--	--	2	8
Torrington,	--	--	--	--	1	--	--	--	--	--	1	6
Watertown,	--	1	--	--	--	--	--	--	--	--	1	3
Winchester,	--	1	--	--	1	--	--	--	--	--	2	9
Totals, 12 Towns,	12	3	1	1	3	--	--	--	--	--	20	60
Middletown,	2	1	--	--	1	--	--	--	--	1	5	26
Haddam,	1	--	--	--	--	--	--	--	--	--	1	2
Chatham,	1	1	--	--	--	--	--	--	--	--	2	5
Chester,	1	--	--	--	--	--	--	--	--	--	1	2
Clinton,	--	--	--	--	--	1	--	--	--	--	1	7
Cromwell,	1	--	--	--	--	--	--	--	--	--	1	2
East Haddam,	2	--	--	--	--	--	--	--	--	--	2	4
Essex,	1	--	--	--	--	--	--	--	--	--	1	2
Middlefield,	1	--	--	--	--	--	--	--	--	--	1	2
Portland,	2	--	--	--	--	--	1	--	--	--	3	12
Totals, 10 Towns,	12	2	--	--	1	1	1	--	--	1	18	64
Coventry,	--	1	--	--	--	--	--	--	--	--	1	3
Somers,	1	--	--	--	--	--	--	--	--	--	1	2
Stafford,	4	--	--	--	--	--	--	--	--	--	4	8
Vernon,	1	--	--	--	1	--	--	--	--	1	3	21
Totals, 4 Towns,	6	1	--	--	1	--	--	--	--	1	9	34

COUNTIES.	Number of Towns.	2 Dep'ts.	3 "	4 "	5 "	6 "	7 "	8 "	9 "	10 "	11 "	12 "	13 "	22* "	Whole No. of Graded Schools.	Whole No. of Departments.
Hartford,	21	23	9	7	5	2	4	1	--	1	2	1	--	2	57	262
New Haven,	15	17	5	17	4	4	5	1	1	--	--	8	2	--	64	335
New London,	10	14	5	11	5	3	2	2	--	1	--	--	--	--	43	170
Fairfield,	12	19	8	7	2	--	5	4	--	1	--	1	--	--	47	189
Windham,	6	9	5	1	2	1	--	--	1	--	--	--	--	--	19	62
Litchfield,	12	12	3	1	1	3	--	--	--	--	--	--	--	--	20	60
Middlesex,	10	12	2	--	--	1	1	1	--	--	--	--	1	--	18	64
Tolland,	4	6	1	--	--	1	--	--	--	--	--	--	1	--	9	34
Totals,	90	112	38	44	19	15	17	9	2	3	2	10	4	2	277	1176

A Statement of the Library Orders paid from the State Treasury for the year 1877.

N. B. The "Library Year" now coincides with the Calendar Year.

TOWNS.	DISTRICTS.	Installments.
Hartford,	First,	10th.*
"	South,	10th.*
"	Second North,	6th.*
"	Arsenal,	8th.*
"	West Middle,	13th.*
"	North East,	9th.*
"	High School,	10th.*
Berlin,	No. 7,	9th.
Bloomfield,	South Middle,	3d.
Bristol,	Nos. 3 & 4 (United)	8th.*
"	No. 5,	5th.
"	No. 6,	4th.
Burlington,	No. 5,	1st.
Canton,	Collinsville,	11th.*
East Hartford,	No. 3, (Centre)	4th.*
"	No. 8, (Mill)	5th.*
East Windsor,	No. 9,	9th.
Enfield,	No. 1,	8th.
Glastonbury,	No. 2,	10th.
"	No. 9,	4th.
Granby,	No. 6,	3d.
"	No. 10,	2d.
Marlborough,	North West,	2d.
"	South,	1st.
"	Centre,	5th.
New Britain,	Union,	9th.*
Newington,	North,	3d.
"	Middle,	3d.
"	South,	4th.
"	South East,	3d.
Simsbury,	Tariffville,	7th.*
Southington,	No. 1,	8th.*
"	No. 4,	13th.*
South Windsor,	No. 1,	15th.
Suffield,	North, (1st Soc.)	2d.
"	West, (2d Soc.)	1st.
Windsor,	No. 4,	7th.
"	No. 8,	3d.

19 towns; 38 districts; 3, 1st installments; 3, 2d; 6, 3d; 4, 4th; 3, 5th; 1, 6th; 2, 7th; 4, 8th; 4, 9th; 4, 10th; 1, 11th; 2, 13th; 1, 15th.

New Haven,	City,	15th.*
"	Westville,	9th.*
Bethany,	No. 3,	2d.
Branford,	Union,	7th.*
Derby,	No. 1,	3d.*
"	No. 2,	7th.*
"	No. 4,	13th.*
"	No. 6,	9th.*
East Haven,	Union,	8th.*
Hamden,	No. 9,	5th.
"	No. 10,	8th.
Hamden,	No. 11,	4th.
"	No. 12,	1st.
Madison,	Neck,	18th.
"	East River,	12th.
Meriden,	West,	2d.*
"	Old Road,	3d.*
"	Prattsville,	11th.*
"	Centre,	8th.*
Milford,	Union,	2d.*
Naugatuck,	Union City,	7th.*
North Branford,	No. 4,	4th.
North Haven,	No. 4,	3d.
"	No. 6,	11th.
Orange,	Northern,	3d.
"	Union,	10th.*
Prospect,	Union,	2d.
Seymour,	Union,	4th.*
Wallingford,	Nos. 5 & 6 (United)	4th.
Waterbury,	Centre,	18th.*
"	East Farms,	7th.
Wolcott,	South West,	5th.
Woodbridge,	North,	9th.
"	North West,	8th.
"	Middle,	8th.
"	South,	9th.
"	South West,	9th.
"	North East,	2d.

19 towns; 38 districts; 1, 1st installment; 5, 2d; 4, 3d; 4, 4th; 2, 5th; 4, 7th; 5, 8th; 5, 9th; 1, 10th; 2, 11th; 1, 12th; 1, 13th; 1, 15th; 2, 18th.

New London,	Union,	15th.*
Norwich,	West Chelsea,	8th.*
"	Greeneville,	3d.*
"	Mill or Yantic,	3d.
Bozrah,	No. 1,	4th.
"	No. 2,	1st.
"	No. 3,	2d.
"	No. 5,	3d.
"	No. 6,	3d.
"	No. 7,	1st.
Colchester,	No. 1,	4th.
Groton,	No. 1,	3d.*
"	No. 6,	1st.
No. Stonington,	No. 2,	2d.
Sprague,	No. 3,	13th.
Stonington,	No. 3,	10th.*
Waterford,	No. 6,	5th.

9 towns; 17 districts; 3 1st installments; 2, 2d; 5, 3d; 2, 4th; 1, 5th; 1, 8th; 1, 10th; 1, 13th; 1, 15th.

(Continued.)

TOWNS.	DISTRICTS.	Installments.
Bridgeport,	Union,	7th.*
Danbury,	Centre,	11th.*
"	South Centre,	2d.*
Bethel,	Centre,	3d.*
"	Elmwood,	2d.
"	Stony Hill,	2d.
Fairfield,	Middle,	5th.*
"	Mill Plain,	2d.*
Greenwich,	Glenville,	1st.
Norwalk,	Union,	5th.*
"	Down Town,	7th.*
"	Centre,	12th.*
Ridgefield,	No. 1,	2d.
"	No. 3,	1st.
"	No. 4,	2d.
"	No. 5,	1st.
"	No. 6,	4th.
"	No. 8,	3d.
"	No. 10,	3d.
"	No. 15,	1st.
Westport,	East Saugatuck,	3d.
"	West "	3d.
"	South "	3d.
"	Compo,	3d.
"	Cross Highway,	4th.
"	North,	3d.
"	Green's Farms,	3d.
"	East Long Lots,	3d.
"	West " "	3d.
"	Poplar Plain,	2d.
Wilton,	No. 10,	2d.

9 towns; 31 districts; 4, 1st installments; 8, 2d; 11 3d; 2, 4th; 2, 5th; 2, 7th; 1, 11th; 1, 12th.

Brooklyn,	No. 1,	5th.*
Killingly,	No. 1,	3d.*
"	No. 8,	4th.
"	No. 9,	3d.*
"	No. 12,	2d.*
Pomfret,	No. 2,	1st.
"	No. 6,	3d.
"	No. 8,	4th.
Putnam,	No. 6,	3d.*
Windham,	No. 2,	10th.*
"	No. 7,	1st.
"	No. 8,	4th.
Woodstock,	No. 2,	3d.

6 towns; 13 districts; 2, 1st installments; 1, 2d; 5, 3d; 3, 4th; 1, 5th; 1, 10th.

TOWNS.	DISTRICTS.	Installments.
Litchfield,	Harris Plain,	14th.
"	Fluteville,	1st.
Barkhamsted,	No. 11,	1st.
Bridgewater,	No. 1,	6th.
"	No. 2,	2d.
Cornwall,	No. 6,	6th.
Kent,	No. 12,	1st.
Morris,	No. 3,	15th.
New Hartford,	North End,	7th.
New Milford,	No. 1,	19th.*
North Canaan,	No. 2,	3d.*
"	No. 3,	2d.
Plymouth,	No. 10,	10th.*
Torrington,	Wolcottville,	11th.*
"	Torringford, S.,	15th.
"	" C.,	15th.
"	" N.,	15th.
Washington,	No. 8,	1st.
"	No. 10,	2d.
"	No. 12,	1st.
Winchester,	No. 3,	1st.
"	No. 5,	6th.

13 towns; 22 districts; 6, 1st installments; 3, 2d; 1, 3d; 3, 6th; 1, 7th; 1, 10th; 1, 11th; 1, 14th; 4, 15th; 1, 19th.

Middletown,	City,	14th.*
Clinton,	Union,	10th.*
Durham,	West,	2d.
East Haddam,	No. 1,	3d.
"	No. 16,	7th.
Essex,	Union,	4th.*
Portland,	No. 1,	3d.*
"	No. 2,	10th.*

6 towns; 8 districts; 1, 2d installment; 2, 3d; 1, 4th; 1, 7th; 2, 10th; 1, 14th.

Tolland,	No. 3,	4th.
Mansfield,	No. 4, (Centre)	4th.
"	No. 6, (Merrow Station)	1st.
"	No. 7, (Depot)	1st.
"	No. 8, (Eagleville)	1st.
Stafford,	No. 1, (Furnace)	3d.
Union,	No. 4,	10th.
"	No. 5,	2d.
Vernon,	Rockville, East,	15th.*
"	" West,	7th.*
"	North West,	2d.

5 towns; 11 districts; 3, 1st installments; 2, 2d; 1, 3d; 2, 4th; 1, 7th; 1, 10th; 1, 15th.

SUMMARY.—86 towns; 178 districts; 22, 1st installments; 25, 2d; 35, 3d; 18, 4th; 9, 5th; 4, 6th; 11, 7th; 10, 8th; 9, 9th; 11, 10th; 5, 11th; 2, 12th; 4, 13th; 2, 14th; 8, 15th; 2, 18th; 1, 19th.

Number of districts, (marked *) which received *multiple appropriations*, 63. Amount paid to those districts, $2,570. Whole amount drawn from the State Treasury for 178 districts, $3,255.

Eight towns drew the full amount to which they were entitled, viz: *New Britain*, Newington, New Haven, Woodbridge, *New London*, Bozrah, Westport and Clinton. Those in italics drew as Union Districts.

NUMBER AND RESIDENCE OF STUDENTS IN THE COLLEGES AND PROFESSIONAL SCHOOLS OF CONNECTICUT.

STATES.	1 Yale.	2 Trinity.	3 Wesleyan University.	4 TOTAL.	5 Yale Theological.	6 Sheffield.	7 Other Students.	8 Yale Total.	9 Total in ALL Colleges.
Alabama,	1	---	---	1	---	---	---	1	1
Arkansas,	1	---	---	1	---	1	---	2	2
California,	8	---	1	9	---	1	1	10	11
Colorado,	---	---	---	---	---	1	---	1	1
Connecticut,	172	28	37	237	20	63	137	392	457
Delaware,	2	---	1	3	---	1	1	4	5
Florida,	1	---	---	1	---	---	---	1	1
Georgia,	1	4	---	5	---	---	---	1	5
Illinois,	29	---	---	29	13	15	3	60	60
Indiana,	8	---	---	8	2	1	---	11	11
Iowa,	5	1	---	6	3	---	1	9	10
Kansas,	---	---	---	---	1	---	---	1	1
Kentucky,	4	---	---	4	---	---	1	5	5
Louisiana,	1	---	---	1	---	1	1	3	3
Maine,	11	3	13	27	5	2	2	20	36
Maryland,	3	2	2	7	---	1	2	6	10
Massachusetts,	38	12	25	75	11	5	9	63	100
Michigan,	3	1	1	5	3	---	---	6	8
Minnesota,	4	1	---	5	---	---	2	6	7
Missouri,	8	1	1	10	2	1	---	11	13
Nebraska,	---	---	---	---	---	1	---	1	1
Nevada,	1	---	---	1	---	---	---	1	1
New Hampshire,	7	1	---	8	5	---	---	12	13
New Jersey,	20	4	15	39	---	7	3	30	49
New York,	148	27	44	219	7	32	18	205	276
North Carolina,	---	2	---	2	---	---	---	---	2
Ohio,	21	---	---	21	9	7	1	38	38
Oregon,	1	---	---	1	---	---	---	1	1
Pennsylvania,	39	16	22	77	10	5	5	59	97
Rhode Island,	5	1	---	6	---	2	---	7	8
South Carolina,	1	1	---	2	---	---	---	1	2
Tennessee,	---	---	1	1	---	1	---	1	2
Vermont,	11	1	9	21	4	2	5	22	32
Virginia,	---	1	---	1	---	---	---	---	1
West Virginia,	---	---	---	---	1	---	---	1	1
Winconsin,	13	2	---	15	2	2	1	18	20
District of Columbia,	5	---	---	5	1	3	---	9	9
Dakota,	---	1	---	1	---	---	---	---	1
Utah,	---	2	---	2	---	---	---	---	2
OTHER COUNTRIES.									
Chili,	2	---	---	2	1	---	---	3	3
China,	1	---	---	1	---	---	---	1	1
England,	---	---	---	---	1	---	---	1	1
Japan,	2	---	---	2	---	1	2	5	5
Mexico,	---	---	---	---	---	1	---	1	1
Nova Scotia,	---	---	---	---	1	---	---	1	1
Ontario,	---	---	---	---	2	---	2	4	4
Sandwich Islands,	---	---	---	---	1	---	---	1	1
Wales,	---	---	---	---	2	---	---	2	2
Total,	577	112	172	861	107	157	197	1,038	1,322

SUMMARY.

I. COLLEGES.		III. OTHER PROFESSIONAL SCHOOLS.	
Yale College, (Academic,)	577	Yale Law School,	59
Trinity College,	112	Yale Medical School,	56
Wesleyan University,	172		115
Sheffield Scientific School,	157		
Total in Colleges,	1,018	IV. *GRADUATE, SPECIAL AND ART STUDENTS,	82
II. THEOLOGICAL SCHOOLS.		GRAND TOTAL,	1,380
Yale Theological Seminary,	107		
Theological Institute of Conn.,	30		
Berkeley Divinity School,	28		
Total Theological Students,	165		

* Not including those named elsewhere in the Catalogue.

TEACHERS' INSTITUTE EXPENSES.

The following is a list of the receipts for all moneys paid out on account of Teachers' Institutes. Formal receipts have been procured for every item of expenditure, but some of the small bills for telegrams and expressages have been grouped together in the following printed list for the sake of brevity. These receipts have been audited and approved by Judge Carpenter, the Auditor of the Board of Education, and as usual for the last eleven years, deposited in the Comptroller's office. As some twenty of these receipts are at my request marked "duplicate," the following explanation is needed to make this matter intelligible in case of any inquiry at a future day, to which I could not personally respond. The duplicates were sent in reply to the following request.

New Haven, January 5th, 1878.

During my absence in Europe, and in the absence of my family, the furniture of the room I had used for my official work was removed, as the room was to be occupied by another party. In this transfer, though done by a friendly hand, the package of receipts for all moneys paid for expenses of Teachers' Institutes from Jan. 1st, 1877 to June 14th, was lost. For the last eleven years I have kept vouchers for all such expenses. Though I have the "stubs" of my check book. they are not proper vouchers. Will you therefore give me a receipt for the amount I paid you for services and expenses at Teachers' Institute at
amounting, as the stub dated shows, to $

Please mark the receipt *Duplicate*, and send to me at your earliest convenience, and oblige Yours truly,

B. G. NORTHROP.

As stated in the last Report, the amount due me from the State, January 1st, 1877, was	$147 54
Amount expended the last year,	2,484.62
Total,	$2.632.16
Amount drawn for the State up to January 1, 1878,	1,500.00
Amount due me January 1, 1878,	$1,132.16

Jan.	9, F. R. Plimpton,	$29 50
"	10, Wm. T. Hayes,	25.00
"	15, A. Parish,	25.00
"	25, N. H. Eggleston,	16.00
Feb.	10, J. O. Wilson,	25.00
Mar.	17, L. Stebbins,	5.00
April	4, E. A. Apgar,	116.65
"	" J. W. Dickinson,	23.00
"	" Geo. A. Root,	6.50
"	7, T. W. Bicknell,	25.00
"	27, E. A. Apgar,	118.65
"	30, C. E. Bush,	10.00
May	16, Mark Bailey,	35.00
"	26, D. P. Corbin,	30.00
June	1, Tuttle, Morehouse & Taylor,	61.62
"	4, H. E. Sawyer,	51.00
"	" B. W. Putnam,	62.00
"	" W. B. Dwight,	47.00
"	" S. Lockwood,	62.00
"	" C. E. Bush,	22.00
"	5, I. N. Carleton,	37.00
"	6, H. M. Harrington,	21.00
"	" J. W. Dickinson,	52.00
July	3, E. W. Edwards,	13.00
Aug.	27, Wm. Rider,	3.00
"	28, Oliver Boyd,	2.00
Sept.	19, C. B. Curtis,	20.00
"	29, M. Hughson,	31.00
Oct.	1, J. G. Baird,	6.20
"	2, A. F. Bottsford,	10.00
"	5, Expressage,	.85
"	12, W. H. Brewer,	46.00
"	13, C. E. Bush,	13.60
"	18, C. R. Coan,	2.78
"	" Wm. J. Dick,	2.00
"	19, H. E. Sawyer,	12.00
"	" Wm. J. Marshall,	79.00
"	20, D. S. Holbrook,	4.50
"	" C. E. Bush,	10.80
"	24, Wm. B. Dwight,	23.56
"	27, W. S. Taylor,	4.50
"	29, G. R. Burton,	40.00
	Amount,	$1,230.71

	Amount brought up,	$1,230.71
Oct	29, C. E. Bush,	20.75
Nov.	3, C. E. Bush,	22.95
"	" Chas Sanford,	3.00
"	14, A. Parish,	18.00
"	15, H. E. Sawyer,	18.00
"	" Wm. J Marshall,	181.46
Nov.	17, C. E. Bush,	18.60
"	18, J. B. McLean,	4.00
"	19, F. W. Gunn,	10 00
"	20, F. A. Noble,	16.00
"	22, A. A. Snow,	2.50
"	24, Giles Potter,	3.17
"	" J. A. Tillinghast,	3.50
"	" L. Burleigh,	9.00
"	26, H. Evans,	12.00
"	27, J. R. Buckley,	12 00
"	" S. W. Stanley,	15.00
"	28, W. B. Dwight,	61 44
"	" A. M. Mason,	.75
"	" Wm. H. Brewer,	21.50
"	" W. Spaulding,	23.30
"	30, S. Lockwood,	44.00
Dec.	3, H. M. Harrington,	30.50
"	" H. E. Sawyer,	22.00
"	" J. G. Scott,	31.00
"	" E. P. Judd,	8.82
"	8, I. N. Carleton,	84.16
"	17, Wm. J. Marshall,	85.10
"	19, C. E. Bush,	51 50
"	20, Lewis Carter,	14.00
"	21, M. J. Atwood,	25 05
"	27, E. A. Apgar,	245.65
Jan.	1, H. E. Northrop,	30.60
"	" J. G. Baird,	6.65
"	" W. H. Potter,	13.00
"	" J. Atwater,	10.87
"	" Tuttle, Morehouse & Taylor,	47.25
"	" T. A. Thacher,	1.80
"	" G. J. Moffatt,	7.40
45 Telegrams from Jan. 5th to Dec. 27th,		17.64
Total amount expended,		$2,484.62

NORMAL SCHOOL EXPENSES.

The following is a statement of payments made by the Board of Education for the Normal School from January 1st, 1877, to January 1st, 1878. The Normal School year begins September 1st and ends with August. The account is therefore necessarily balanced as compared with the annual appropriation at the end of the school year for which the expenditures are incurred and the payments made. The rule of ten per cent. reduction has

been applied to all salaries in the Normal School and to payment of lecturers in Teachers' Institutes. By reason of the necessity of extensive repairs in the Normal School building last summer, a debt of $219.17 was incurred, beyond the annual appropriation. That has been paid from the appropriation for the current year. For the last twelve years, all repairs have been made as a part of the current expenses, and no call has been presented to the Legislature for that special purpose.

The following summary shows the total expenses for the *school year* ending with August, 1877.

Amount expended from Sept. to Dec. 31st, 1876,	$4,436.02
Amount expended from Jan. 1st to Aug. 31st, 1877,	7,957.76
Total for school year ending August 31st, 1877,	$12,393.78
Balance on hand, $174.61	
Appropriation, 12,000.00	
Total,	$12,174.61

Amount expended above amount received, Aug. 1877, $219.17

New Haven, Dec. 31st, 1877.

We hereby certify that we have examined all the vouchers and accounts of the State Normal School for the year ending December 31st, 1877 and find the same to be satisfactory and correct. Also that at the last mentioned date, there remained as a balance to the credit of said school the sum of $127.84 and due the Secretary of the Board.

JOHN DOBSON,
GREENE KENDRICK, } *Auditors of Institutions receiving State Aid.*

Jan.	1, Austin Brothers,	$3.08
"	" New Britain Gas Light Co.,	14.44
"	" Post Office Box,	1.00
"	4, Whitall, Satum & Co.,	14.78
"	13, Kellogg & Bulkley,	12.65
"	" Adams Express Co.,	.25
"	" L. M. Wilcox,	2.50
"	17, Collins & Northend,	64.68
"	18, Austin Brothers,	35.00
"	19, John A. Williams,	30.25
"	" W. B. Dwight,	5.07
"	22, L. H. Pease,	72.00
"	" Louise N. Linsley,	4.75
"	23, I. N. Carleton,	3.50
"	24, Ovlatt & Baker,	14.25
"	26, Nelson Brainard,	4.50
"	" A. J. Sloper,	10.00
	Amount,	$292.70

	Amount brought up,	$292.70
Feb.	26. I. N. Carleton,	2.19
"	" I. N. Carleton,	300.00
"	" W. B. Dwight,	215.38
"	" E. J. Gibbs,	205.00
"	" C. E Bush,	205.00
"	" C. D. Browning,	205.00
"	" M. J. Atwood,	205.00
"	" Ralph G. Hibbard,	103.90
"	" A. W. Kibbe,	40.00
"	30, Adams Express Co.,	2.75
Feb.	12, Charles S. Bourne,	16.00
"	23, Tainter Bro's, Merrill & Co.,	21.60
"	26, T. A. Dow,	4.00
"	" Hall & Harbeson,	7.40
"	28, T. S. Gold,	15.00
"	" Adams Express Co.,	.75
	Amount,	$1.841.67

	Amount brought up,	$1,841.67
Mar. 1,	John Bliss,	2.00
" "	Austin Brothers,	5.68
" 2,	M. J. Atwood,	1.00
" 12,	J. E. Kittredge,	10.00
Apr. 1,	New Britain Gas Light Co.	18.24
" 2,	I. N. Carleton,	1.50
" 6,	G. P. Putnam's Sons,	8.56
" "	D. Appleton & Co.,	8.10
" 9,	Adams Express Co.,	.30
" 10,	T. W. Bicknell,	15.00
" 17,	Chas. Northend,	35.00
" 20,	A. W. Kibbe,	76.00
" "	Ralph G. Hibbard,	128.20
" "	Wm. B. Dwight,	6.61
" "	I. N. Carleton,	769.23
" "	William B. Dwight,	538.46
" "	C. E. Bush,	256.40
" "	E. J. Gibbs,	256.40
" "	C. D. Browning,	256.40
" "	M. J. Atwood,	256.40
May 2.	Harper & Brothers,	4.26
" 7,	David V. Jones,	7.00
" 9,	Ginn & Heath,	16.92
" 10,	Adams Express,	.40
" 11,	Ginn & Heath,	26.46
" 12,	Adams Express,	.45
May 18,	C. E. Bush,	$21.00
" 19,	I. N. Carleton,	53.00
" 29,	D. Appleton & Co.,	7.20
" 31,	Adams Express,	.90
" "	Johnson & Sunburn,	2.50
June 1,	New Britain Union School District,	635.08
" "	B. C. Porter,	3.50
" "	F. B. Andrews,	8.75
" 9,	Kellogg & Bulkeley,	28.75
" 11,	Sower, Potts & Co.,	18.00
" "	D. Appleton & Co.,	7.00
" 13,	Adams Express,	1.35
" 25,	Oviatt & Baker,	41.25
" 27,	I. N. Carleton,	700.09
" "	Wm. B. Dwight,	484.63
" "	C. D. Browning,	231.10
	Amount,	$6,790.74

	Amount brought up,	$6,790.74
June 27.	C. E. Bush,	231.10
" "	E. J. Gibbs,	231.10
" "	M. J. Atwood,	231.10
" "	Ralph G. Hibbard,	112.06
" "	A. W. Kibbe,	76.00
" "	Water bill,	9.50
" 29,	John O. Stivers & Co.,	13.00
" "	I. N. Carleton,	3.56
" 30,	John A. Williams,	7.66
July 1,	W. Gladden,	1.00
" "	Gas Light Co.,	9.50
" 6,	Nelson Brainard,	10.00
" 14,	Geo. E. Gladden,	3.55
Aug. 8,	C. Northend,	76.00
" 9,	H. P. Strong,	10.00
" "	L. O. Smith,	141.89
Sept. 1,	L. W. Wilcox.	4.00
" "	N. H. Edgerton,	21.25
" "	C. H. Johnson,	271.26
" "	Austin Brothers,	85.58
" 6,	R. L. Perkins,	61.90
" 15.	David Doolittle,	98.95
" 18,	John Boyle,	109.65
" 20,	A. P. Collins,	58.63
" "	Gibbe & Bannie,	7.00
" 29,	C. H. Johnson,	5.35
Oct. 1,	N. B. Gas Light Co.,	23.56
" 31,	Collins & Northend,	59.07
Nov. 12,	Cook & Curtiss,	3.50
" "	Austin Brothers,	7.17
" 14,	Adams Express Co.,	.95
" "	C. N. Ball,	15.04
" 23,	I. N. Carleton,	830.77
" "	W. B. Dwight,	581 53
" "	E. J. Gibbs,	276.93
" "	C. E. Bush,	276.93
" "	C. D. Browning,	276.93
" "	M. J. Atwood,	276.93
" "	R. G. Hibbard,	138.46
Dec 5,	A. W. Kibbe,	86.40
" "	Collins & Northend,	30.93
Total from Jan. 1 to Aug. 9,		7,957.76
Total from Sept. 1 to Dec. 6,		3,608.67
Total for the year,		$11,566.43

EXTRACTS FROM THE REPORTS OF SCHOOL VISITORS.

THE NAMES OF TOWNS ARE ARRANGED ALPHABETICALLY.

[In preparing these extracts for printing, there are occasional changes of words to improve the connection of sentences, also abbreviations or condensations of statements.]

BRIDGEPORT.—H. M. Harrington, Superintendent.

Grading.—The work of classifying and grading the schools, in accordance with the course of study adopted at the commencement of the school year, was one that called for no little patience and tact on the part of the teachers as well as myself. It was found that there was a great difference in the attainment of pupils who were nominally of the same grade. From time to time during the year, as occasion required, individual and class promotions have been made. In order to bring the classes up to the requirements of the course of study, many of the teachers have been under the necessity of spending considerable time in having their pupils make up deficiencies. This was especially true in language or sentence writing, which was new work for all except a few classes in the grammar schools who had had previous practice. As this work has been accomplished, and the schools are nearly, if not quite, up to the requirements of the course of study, the next year will probably bring lighter burdens upon teachers and pupils.

Changes in the work of the Primary Schools.—During the year quite a change in the methods of work in the primary schools has taken place. The word and phonic methods of teaching reading have taken the place of the longer and more tedious alphabetic. This has proved a great saving in the time of teachers and pupils. The substitution of script writing for printing has been productive of marked and gratifying results.

Examinations and visitation.—In the grammar and high schools, a system of monthly written examinations has been carried on during the year with most excellent results. There has been a decided improvement in the neatness as well as accuracy of the pupils' work. As the teachers are relieved from keeping daily records of scholarship, they can give their entire time while in school to the work of instruction. The oral examinations by the different members of the Board, from time to time, have been the means of awakening the interest of the teachers and pupils. In the discharge of this duty, the members of the Board of Edu-

cation have made during the year over six hundred visits to the different schools, and the Superintendent has made over eight hundred. These visits have varied in length from a few moments in a room to an entire session. While parents and friends have made over six hundred visits to the schools, these have been quite unevenly distributed, as there are several schools that have not been visited during the year save by some member of the Board and the Superintendent.

High School.—The establishment of the public High School, open to all residents, is one of the best fruits of the union of the schools. This school, which prepares the young either for college or business, has accomplished a good work during its first year of existence. Besides benefiting directly those who avail themselves of its advantages, its influence for good is felt in all the other grades of the schools by presenting a standard for which all may strive. We hope, ere long, to see its graduates entering the different colleges of the land, as well as the counting-rooms and various industries of the city. In a short time we shall be able to fill vacancies in the corps of teachers, as they occur, with graduates of our High School.

The free evening schools were gratefully appreciated by those who availed themselves of the advantages offered. As these schools were held but two evenings each week, the attendance was more uniform and regular than in those places where they are in session four or five evenings per week. As in the day schools, so in the evening schools, those who were constant in attendance made good progress. The schools for young men were better attended than those for young ladies. A very large majority were gentlemanly, and properly appreciative of their opportunities. The good results attained by these schools seem to have settled the question for the necessity of their continuance for the future.

The free evening school in Mechanical Drawing met a conscious want on the part of our citizens, and was more successful than could reasonably have been expected at the outset. Twenty-seven lessons were given, commencing with the simplest instruction in the drawing of straight lines, and proceeding to more difficult problems, so that at the close of the school every pupil who had been in attendance during the winter had made several working drawings. Many of those who had attended school expressed themselves as having derived immediate practical benefit from the school. At the exhibition of the work done during the winter over two hundred finished drawings were displayed on the walls of Franklin Hall. These drawings were highly complimented by Secretary Northrop and others who were present.

Drawing.—It is sometimes said that the studies pursued in the schools of to-day are not practical, that there is too much time devoted to those that are merely disciplinary. We live in an age that is putting everything to the test of practical utility. Our systems of education, with everything else, must meet the query, "What is the use of this or that study towards preparing the

youth of to-day for his business in life?" Probably no study can answer this question so satisfactorily as drawing. By this I mean a knowledge of simple forms, and the ability to correctly represent the same on paper. Bridgeport owes its present importance chiefly to its manufacturing industries. Whatever will assist in increasing the value of these is a matter of no small moment. When we see what other States that are engaged in similar pursuits are doing to further the study of Industrial Art, we can not be uninterested spectators. While we notice with satisfaction the work accomplished in the evening drawing school of last winter, we must not forget that but a small number of our mechanics and artizans were benefited by it. We cannot hope to benefit in this way alone the numbers of young lads who look to some form of manufacturing industry for their future support. While our High School has done, and will do, a grand work for those who pass through its curriculum, there still remains a much larger number whose school days will close with the grammar schools. If every boy left these schools with the ability to make and read a working drawing, or with the power to represent with his pencil and paper the form of the object he was endeavoring to describe, how much more valuable he would be to his future employer.

Designing also opens another avenue of employment for women. The success in the market of a carpet, wall paper or print, depends in a great measure upon the design. Many establishments employ artists at high salaries to furnish these designs. If this talent for drawing was encouraged and stimulated in the public schools, we should, in a few years, see practical benefit arising from it. At Philadelphia, last summer, the United States appeared at a great disadvantage in those departments where articles were exhibited whose value depended upon beauty of form or artistic finish. While the exhibition of drawing from the Connecticut Normal School deservedly won praise as the best of any exhibited from any Normal School in the United States, there was very little from the public schools of this State with the exception of some admirable specimens from the schools of Hartford and New Haven.

HARTFORD.—J. H. Brocklesby, Acting Visitor.

Music and Drawing.—These branches, are gaining in popularity, and becoming more and more acceptable to the public. The opposition which they first met with is fast passing away, and their true place in the routine of school work, as essential rather than ornamental studies, is growing into a strong conviction with the advocates and patrons of public education.

The progress made in *music* has been quite gratifying. The pupils seem exceedingly desirous to avail themselves of the advantages offered, and appreciate the privileges extended to them. Aside from the intrinsic value of musical teachings, there is in them certain true ideas of order and enthusiasm which cannot but affect most favorably even the youngest minds. As a controlling influ-

ence for good, as a suggestion towards culture and refinement, as a means for the full developement of intellectual powers, music should always be allowed to hold its position in the list of school studies. It is not to be expected that all scholars will be proficient in this particular branch—its introduction was not with that idea. It is nevertheless one from which all may receive some benefit, and may, in some instances become, to those especially endowed, an acquirement of exceeding practical value. Those who attended the exhibitions given at Allyn Hall, under the superintendence of our chief music teacher, at the close of the Summer term, were not only well pleased with the entertainment given, but were exceedingly gratified to learn that their children had obtained, by diligent application, such a degree of proficiency as was in every way shown. We trust that future years will give us other exhibitions of a similar character. They are especially beneficial to the scholars who take part in them, as being an incentive to thorough study, and as a means of fostering a laudable ambition to do well in a certain line of duty. Their appreciation by the parents of the children and the public generally, is well attested by the large numbers which always fill the hall.

The study of *drawing* has, during the year, also been systematically pursued, and with a thoroughness of understanding, and a due degree of diligence on the part of the scholars. Drawing is a material adjunct to skilled labor, and its enrollment in our catalogue as one of the regular branches of public instruction was as wise as it was proper. Its teaching is emphatically demanded, and the system of general education would be incomplete without it. It is a want which progress has called for, and because it was felt, was answered. It is a study which can be readily acquired. It is, in its nature, writing, with a change of method and of form, and if its teaching is begun, as it is, and should be, when the mind is plastic and the hand unfettered by established habits, its lessons are the more quickly gathered and more easily discerned. Its impressions will be altogether more lasting and more thoroughly retained, and its results, in all respects, more satisfactory and more complete. As a means of training for the eye and the hand, it is of course superior; and all those matters of form, of proportion, of color, of space, of general effect, which come from a keen and acute observation, will be the more readily noticed by attention to this exercise. The education gained from observation is quite as essential as that gained from the books, and in this especial particular there is no study which can be as productive of general benefits in this direction. Nor is it wholly in the line of the asthetic that this branch acquires its value. There is to it a genuinely practical aspect, and the boy or the girl who starts in life with a good knowledge of the general and elementary principles of drawing, starts with a certain amount of capital which will be found to be worth all the time devoted to its acquirement, and remarkably fertile in substantial returns. Its introduction was an experiment, but it has proved a discerning one, and is, in all respects, a success.

Ventilation.—In some of our school buildings the matter of adequate and sufficient ventilation seems to have been sadly neglected, either from motives of economy or lack of forethought. The bad results which follow from the occupancy of ill ventilated buildings are too many and too frequent to need enumeration here. The health of scholars should in no way be imperilled when the expenditure of a reasonable amount of money can substantially remove existing difficulties. This matter of ventilation is subject to much adverse criticism, and is regarded by some as an affair of small importance, but many of these strictures are wholly theoretical, and show from the manner in which they are made that they lack that vital element of conviction—a practical experience. This matter has not hitherto received that attention which should be accorded to it, and as soon as parents can be thoroughly satisfied that it is exceedingly important to the bodily and intellectual health of their children, they will take those precautions which are indispensable to their perfect comfort, and see that whatever buildings are erected in the future are equipped with all necessary ventilating apparatus.

The well known scientific estimate of three hundred cubic feet of air space for each scholar, together with twenty-five square feet of floor space, is based upon the idea that there is a complete renewal of the air once in each half hour, so that unless the matter of ventilation is properly attended to, any school room constructed with a view to carrying out the principles above noted will be of no good hygienic effect upon its occupants. In regard to this subject we insert an extract from an address of Dr. C. W. Chamberlain, upon "Some of the Relations existing between Physical and Mental Culture," recently delivered before the Hartford County Teachers' Association. He had visited the schools of the town, and noted such observations as he might deem of importance concerning the systems of ventilation in use in the various buildings. Speaking in regard to the estimate mentioned he says:

"In all the schools which I have examined in this city, selecting representative ones as far as possible, I find this limit is not reached, especially in the rooms for smaller scholars. One building approximates very nearly to the standard named, and practically will reach it when a new room is opened. The estimates are based upon the average attendance, however, and not upon the number of sittings, so that there is occasional overcrowding.

"In the medium I find 18.20 feet of floor space, and from 175 to 250 cubic feet of air space. In the worst I found 4 1-2 square feet floor space, 50 cubic feet air space; average attendance 64, sometimes 75 in a room 21x16 feet, 10 feet high; nor was this an exceptional case entirely, as several rooms were in no better condition. The rooms in the whole building did not average over 12 square feet floor space, nor more than 125 cubic feet air space, while there was no efficient system of ventilation. In fact, this building had the worst ventilation of any of the five examined.

"While the ventilation in most of the schools examined was not very bad, there was no provision for forced ventilation, except in cold weather, and a universal complaint of the interregnum in the spring and fall. One curious and significant fact was learned inadvertantly, the ventilating shafts in one building are boarded up in the place where space was intended to be left for foul air to escape.

Taking the ventilation, or rather want of ventilation, and the overcrowding as exemplified in the worst of the schools examined and understood to be a type of several others perhaps not quite as bad, it would seem that the evils were of a sufficient magnitude to demand redress."

Inasmuch as some of the worst ventilated rooms are those of the primary departments, we quote further from this source in reply to the oft-repeated idea that the scientific rule to which we have alluded was intended only to apply to adults.

"In answer to the objection that the small children do not need so much space, it may be urged that they deteriorate the air proportionately much faster than adults, and, as they breathe much faster, are much more susceptible. One word as to objections which are urged. The children are better off than they would be at home. Let it be granted, the school is at present the only place where the law can interfere to secure proper hygienic conditions, and the child is educated as much by his sayings and doings—often more—than by instruction. Moreover, it is wisdom for the State to secure the best influences and training, not such as are merely tolerable.

"School children are not all a sickly, puny race, nor the majority. Let it be granted, man is a tough animal, hard to kill, and has a vitality that will resist unfavorable conditions; but it is the part of wisdom to put the young and miniature into such conditions, on the principle of the survival of the fittest, which means the tough, unimpressible and careless, who go through unscathed what wrecks the susceptible, eager, ambitious child?"

MERIDEN.—Rev. J. T. Pettee, Acting Visitor.

The public school system of New England is not complete without a High School; and yet we are in the seventy-first year of our history as a town, and the tenth of our history as a city, without one. We have several schools in which high school studies are taught, but not one exclusively devoted to high school studies, where scholars may graduate with properly certified diplomas. The consequence is that scholars are compelled to go to Hadley, Sheffield, Ipswich and Poughkeepsie to complete their education, or rather to receive certificates of graduation; thus stripping our schools of their brightest ornaments, subjecting parents to unnecessary expense, and sending children from the sacred protecting influences of home, at an age when they stand most in need of them, and are most endangered without them. And those who remain at home attending the schools where high school branches are taught, do not receive the full benefits of high school instruction, as in these crowded and mixed schools the higher branches are often necessarily neglected, classes being dismissed with fifteen or twenty minutes' instruction, which, from their age and the character of their studies, deserve an hour. There is no help for this but in a High School. In our schools as now constituted, scholars have nothing to study for. They ought to have a High School, which they could reach only through a certain course of study, where they could pass through a regularly prescribed course, graduate and receive a diploma which would mean something, and be worth something. Another consequence of being without a High School is that the educational expenses

of the town of Meriden are increased several thousands every year. I do not speak now of the large sums invested in school-houses the last few years, a part of which could have been saved by a High School, but of the salaries to teachers necessitated by our present system. Instead of employing one classically educated man, we are obliged to employ six or seven, on salaries, ranging from a thousand to fifteen hundred dollars, when, if we had a High School, one highly educated man would suffice for its principal, and the grammar schools could be left in the hands of lower priced teachers, or in the hands of ladies, who often equal men in administrative ability, but never charge half so much for their services. And as to the large sums invested in school houses, much of this expense would have been saved, or postponed for years, had we, ten years ago, established a High School. In view of these considerations our citizens cannot move too quickly in the matter.

No town of the population of Meriden should be without an *evening school* for the benefit of those who are beyond school age and who cannot attend school in the daytime. Such a school was maintained two winters, some years ago, and was of great benefit, not only to those who attended it, but to the town. It took men from the shops, the streets, and even the saloons, and taught them reading, writing, arithmetic and grammar,—the branches most necessary for them to know. It cost the town three dollars an evening, and was worth that as a police instrumentality. Whether the Board of School Visitors can maintain such a school at the expense of the town is questionable, but there can be no question as to the right of the town to institute one, and vote an appropriation sufficient for its maintenance.

MIDDLETOWN, City District, H. E. Sawyer, Superintendent.

The Metric System.—A large part of the time devoted to the study of arithmetic is spent on compound numbers. To learn all the tables, irregular and unsystematic as they are, and to acquire accuracy and facility in the reduction, addition, subtraction, multiplication, and division of denominate numbers, requires a vast amount of time, study, and practice. This time and study could be saved for some better purpose by the adoption of a well arranged decimal system of measures and weights. Such a system is that which from its base, the meter, is called the Metric System. It was devised with great care by the most scientific men, and has already "received the sanction of law among more than half the inhabitants of the civilized and Christian world." Its adoption in place of what we are using now would probably save for an ordinary scholar from one to two years in the study of arithmetic. But this, important as it is, is but a trifle compared with the incalculable gains in ease, celerity, and certainty in business transactions which would result from the adoption of the metric system throughout the country.

The measures and weights now in use can hardly be said to constitute a system. In no one table except that of money is there anything like a uniform scale of progression from one denomination to another, and in many cases fractions occur, rendering the work of reduction laborious and tedious. The same name often represents several different values. No one can tell from the names themselves what is meant by a pint or a quart, an ounce or a pound, a ton, or even a hundred weight. Not only are the same names applied to different values, but quantities nominally the same differ in different localties, thus giving occasion to almost endless confusion.

The different units of measure and weight bear no natural relation to each other. The dimensions of a cistern furnish no ready means of determining the number of gallons it contains. The pound is not derived in any way from the foot or the quart.

As compared with this confusion, the advantages of the decimal system of measures and weights are many and easy to be seen. It is already so extensively used that it cannot fail to become universal.

It is remarkably simple. All the various units of measure and weights, with their multiples and divisions can be designated by twelve words. And of these twelve some are not needed for common use, and others are familiar, so that in mastering the system sufficiently for use in all ordinary business transactions only four new words need to be learned.

Its multiples and divisions are all decimal, so that reduction from one denomination to another is performed by merely changing the place of the decimal point, and all other operations are like those in simple numbers, the only difficulty being to point off correctly. Computations in "United States Money" are closely analogous to operations with decimal measures and weights, and our familiarity with a decimal currency would make the adoption of the metric system comparatively easy.

Another important consideration in favor of this system is that the units of capacity and weight are derived directly from the unit of length, and so bear a simple relation to that and to each other. This makes it easy to compute capacity or weight from measurement, and renders the solution of many important problems in commerce and mechanics very simple.

It is inconceivable that a practical, intelligent, and labor-saving people like the Americans will long submit to the loss of time, the annoyances, and uncertainties resulting from the use of our present measures and weights. The United States will, inevitably, before many years, come into line with France, Germany, Austria, Belgium, Holland, Italy, Spain, Portugal, Denmark, Switzerland, Greece, British India, Mexico, Brazil, and most of the civilized states of South America, and adopt the metric system for exclusive use. Many of the pupils now in school will doubtless live to see the time when feet, quarts, and pounds, will be as unfamiliar as shillings, sixpences and four-pence-ha'-pennies are now.

Discipline.—With regard to a great majority of pupils the question of discipline presents no very serious difficulties. Many of them are so desirous to do right that they help rather than hinder the maintenance of good order. Some err through ignorance or lack of self-control, and need but to be guided and helped. And some who mischievously or wilfully make occasional disorder yield quite readily to persevering kindness and to gentle measures wisely employed.

But there are two classes of young persons whose condition demands the serious attention of those entrusted with the management of the public schools. One is composed of vagrants and persistent truants. Our statutes provide that all such may be arrested and placed in school, and for a third offence may be committed to the Reform School or the Industrial School. But the law requiring attendance at school is not very rigidly enforced. Is it worth while to enforce it? As the matter now stands, the truants and vagrants do not trouble the teachers nor interfere with the schools very much, for they are not much in school. To bring them all in and keep them there would cost money for the pay of officers and the enforcement of the law. Then if they were brought into school and kept there against their will they would annoy the teachers and exert a bad influence on the other scholars. It costs less present outlay of care, labor, and money to let them take their own course. Besides, the schools appear better without such pupils than they would with them, and make better progress.

The other class requiring special attention consists of the few who apparently attend school simply for the purpose of making mischief. Perhaps they are truants often enough to cause a good deal of trouble, but they are in school a large part of the time, and when there seem determined to destroy all order, and to do all they can to make the school worthless and the teacher's life a constant torture. What shall be done with them? Two things are possible. One is expulsion, the other compulsion. The simplest, easiest thing to do is to expel them. Besides, as was said of the truants and vagrants, these disorderly pupils exert a pernicious influence on others. The schools appear better, are pleasanter and make better progress without them. To compel them to be orderly and industrious would, perhaps, require the infliction of physical pain. Now we have been told that it is degrading to a teacher to punish a pupil thus, and that the person of any pupil, no matter how precociously hardened in rowdyism he may be, is too sacred to feel the rod of chastisement. In some places corporal punishment in the schools has been prohibited, and only expulsion left for those pupils whom moral suasion might fail to reach.

Now if we seek only ease and comfort for teachers, fine appearance and rapid progress in the schools, and present saving of money in their management, we shall let the truants and vagrants go their own ways, and turn out of school any who may be per-

sistent in disorder. But have we any right to do this? That depends on what public schools are for. An institution capable of receiving but a limited number, and founded for the purpose of giving to that number the best possible education for some particular business, whether it be a scientific school, a college or a government military academy, may be bound to shut out and to turn out without pity or favor all who are incompetent or idle. The manager of a private school may receive and retain pupils on such conditions as may be agreed upon between him and his patrons. But the public schools of the State are not for the benefit of one class or another. They are for the good of the State as a whole. The right of the State to maintain such schools by universal taxation rests on the right which it has to protect its life and to increase its productive power.

Believing that ignorance is wasteful and dangerous, it undertakes to educate its youth. Now what boys and girls does the State most need to have subjected to discipline and trained to habits of obedience and industry? Is it not precisely those who, under present arrangements, are least likely to be thus trained; those who have no homes, or whose homes are worse than none, and those who have broken away from good home influences; the disorderly, the truants, and vagrants? These are the ones from whom the State has to apprehend danger, and hence these are the ones whom it should, as promptly and as completely as possible, bring under the restraints of wholesome discipline. The youth who are growing up under the control of the good influences of well ordered homes will not destroy the State; but what will the incorrigible and the vagrant of to-day be and do in a few years? For a State or a community to shirk the duty of restraining and training these because its performance would cost money and labor is a suicidal course. Plainly they should be brought into school and rigidily kept there a reasonable time.

To do this, however, without special arrangements might seriously injure the schools. It would subject some teachers to intolerable burdens. It would interfere with the rights of well-disposed pupils by hindering their progress, and it would expose them to bad influences. No State can afford to do this. No State has a right to do it. Good citizens who send orderly children into the public schools can rightfully claim for them opportunities for unimpeded progress, and reasonable immunity from moral contagion.

Here then are two widely different, and at first sight apparently conflicting, duties to be performed by the State. It must subject its disorderly and vagrant youth to the good influences of education and discipline in school, and it must protect well disposed pupils from needless delays, annoyances, and ruinous influences. How can both these duties be performed? I am able to think of no way which promises so well as what might be called a system of moral gradation.

For some years no one at all competent to judge in educational

affairs has doubted the wisdom of grading schools wherever the density of the population would allow it to be done. The more advanced have been separated from those less advanced, and the aim has been to have all the pupils in any one room as nearly as possible of equal proficiency in their studies. It is evident that under this arrangement, rooms, furniture, and apparatus can be better and more economically adapted to the wants of pupils, and that teachers can be assigned to the grades in which their tastes and abilities fit them to render the most efficient service with the greatest satisfaction to themselves.

At present, gradation depends almost entirely on intellectual character. A pupil's grade and place in school are determined by what he knows or is supposed to know. And the same considerations which caused the adoption of the system will prevail to make it permanent. Intellectual tests will, of necessity, continue to determine gradation in a great majority of cases. But in connection with this there should be, wherever the density of the population makes it practicable and the character of the pupils requires it, some gradation based on moral character.

These grades could not be as numerous or as sharply defined as those based on intellectual advancement. It is easier to determine slight differences in scholarship than in character. But when a pupil is disobedient, saucy, impure, false and profane, it is not difficult to discover it. It is not difficult to recognize truants and vagrants. It ought to be no more difficult to keep those whose moral natures are undeveloped or wrongly developed in school, and at the same time keep them separate from those whom they would hinder or injure, than it is now to provide that primary pupils may be in school and yet be separate from those in the Junior or Senior Departments.

Let a room, suitably fitted and furnished, be appropriated to the comparatively small number who are positively bad;—the bold, vicious leaders in all forms of disorder and juvenile wickedness. If necessary, another room might be given up to those who are considerably above these morally, but who by reason of idleness, culpable inattention, and lack of right purpose, are often disobedient and troublesome, and so hinder the progress of others. For both of these grades teachers of great wisdom, firmness, gentleness, skill and conscientiousness should be sought. They should be directed to give special attention to moral training, and to aim to fit their pupils as speedily as possible for transfer to such one of the regular classes as their scholarship might qualify them to enter. Then there should be no suspension and no expulsion, and all truants and vagrants should be sharply looked after and rigidly kept in school by proper officers.

If such a gradation seems impracticable, it may well be remembered that but a few years ago the system of grading according to scholarship, now so universal, was widely and violently opposed as visionary, costly, unprofitable, and even unjust. It may well be remembered, too, that the entire theory of public instruction

and the results achieved by it are being subjected to a severe and hostile scrutiny, and that a State which maintains public schools on the plea of self-protection, and yet allows the very persons against whose dangerous tendencies the schools are most needed as a guard to be utterly outside their influence, will find it hard to justify its course. That State or community, however, which shall adopt and faithfully carry out a policy substantially like that whose outlines have been sketched above, will be able to feel that it has done what was in its power to protect itself against the serious dangers which threaten in the not distant future.

MILFORD.—Rev. George H. Griffin, Member of School Board.

At a town meeting of Milford electors, held in the winter of 1874, it was voted that the twelve school-districts should be consolidated into one, and that the Union graded system should be adopted. To describe the whole process of popular agitation and discussion by which this felicitous result was at last attained would involve a long recital. Let a few details suffice. The first public demonstration in favor of the enterprise was made in the summer of 1870, at a large and influential gathering of our citizens in the First Church, addressed by many eminent educators of the State. From that time onward the question began to assume a more definite shape, until the autumn of 1873, when school meetings were held in the various districts to decide upon further action. Committees were thus appointed to confer together upon the proposed undertaking. The result of repeated conferences by this union committee was embodied in a report to the town, detailing the ways and means for carrying the plan into effect. This report was finally accepted, its recommendations adopted, and appropriations voted. A Board of Education, consisting of twelve members, was chosen by ballot at the same meeting. After much patient work by the building committee, it was decided to remodel two structures—(one formerly used as a High School and the other as a Town Hall) located in the centre of the village—uniting the two by the addition of a middle section. The whole building thus projected—(which forms a comely and imposing edifice, with a *façade* of 100 feet in extreme length—surmounted by a graceful tower) includes not only the various school rooms, but also an office for the Town Clerk and Judge of Probate, besides a large hall for public assembly. The entire cost of these improvements and enlargements was only $17,000. It was pronounced by our State Secretary, a most economical outlay of money.

The completion of the enterprise was celebrated by addresses of congratulation from Secretary Northrop and President Porter, at a public meeting held in the new Town Hall, soon after the opening of the term. Even the most sanguine friends of the new order had not dared to predict a larger attendance than 250 children at the inauguration of the school; but, no less than 340 presented themselves for admission in the first week. Now, at the

commencement of the third year of the Graded School, the roll numbers 380. A great degree of the success achieved is attributable to the experienced judgment and acknowledged ability of Mr. A. M. Drummond, the Principal, who in coöperation with a valuable corps of trained teachers has gradually reduced the chaotic elements of the old *regime* to the operation of a beautiful and harmonious system.

Those who have passed through the experiences know how difficult and slow is the task of grading a large number of scholars accurately and with equal justice to all. We have not escaped the friction which must accompany the running of new machinery, following the break-up of old institutions in a conservative community. Complaints have been made by parents that their boys and girls were dealt with unfairly by having positions assigned them below those formerly occupied in the district school. But, such assignment was indispensable to the establishment of the rule of grades. It was necessary, for example, that children who had been allowed when only seven or eight years of age to use the 4th or 5th Reader should return to the 2d or 3d book of the series, in order to establish an equality between their degrees of advancement in the different branches. There will always be a diversity of gifts among children, as well as adults. Some will learn more readily than others. The teacher must therefore make such a division of lessons and studies as will represent a fair average between the two extremes of mental brightness and dullness.

Through all these difficulties our school has marched steadily forward, overcoming the prejudices of many who were formerly opposed to it, we wish we could say of *all*. As for the few who still remain unfriendly, the cause may be found either in the fact that they will not visit the school to see for themselves how smoothly it works, or else, in the taxation, which though but three mills for the current year appears burdensome to them.

There are five auxiliary schools or primaries maintained in the remote parts of the town for the accommodation of the children who are too young to walk to the centre; there are now ninety-seven names upon the registers of these primaries. The graded system was designed to operate alike in all our schools, but from omission of the Board so to direct at the beginning, the teachers of the auxiliaries have failed hitherto in adopting uniform text books, or grading their pupils thoroughly. This difficulty will be speedily rectified under the direction of Mr. Drummond, who in virtue of the authority recently vested in him by the Board, will hereafter superintend the whole system, and exercise his own discretion in grading the scholars.

A vote has just passed the Board appropriating a liberal amount toward the purchase of maps, charts and globes which will greatly add to the efficiency of the school. By a benevolent provision of our State law, an appropriation is granted from the State treasury to aid in procuring school apparatus, and we propose to avail our-

selves of this provision. I can but express the wish that those who are interested in the progress of Education, could be present at one of the exhibitons of our school. The closing exercises of each term, though consisting only of composition, reading, interspersed with singing, indicates so marked an advancemet on the part of the pupils in original thought, in general intelligence and in finished expression as to awaken the hearty approbation of all who attend.

In view of the foregoing, it is obvious that Milford has good reason to congratulate itself upon the excellence of its educational appliances. The most convincing fact in proof of the success of the new system is the increase, by eighteen per cent. in the number of children now in attendance upon our schools, as compared with any former period. From being the last town but one, in the State, in point of school privileges, we have leaped at one bound to the foremost position. For this we are duly thankful, and not at all disposed to boast.

NEW HAVEN, City District—Ariel Parish, Superintendent.

An increasing public interest in the schools is manifest, especially on the part of parents, by their more frequent visitation of the schools and cordial coöperation with teachers in the performance of their duties. Every year brings parents into more intimate acquaintance with the labors and responsibilities of those who assume the office of training and teaching their children. As a consequence, they appreciate better the difficulties and obstacles with which teachers have to contend, their sympathies are enlisted, the child becomes an object of mutual interest between the teacher and parent, a cordial concert of action follows, and the individual interests of the pupil and general welfare of the school are promoted. On the other hand, progress has been made in another direction, scarcely less important. There has been a large diminution of that class of parents who are ever ready upon the smallest provocation, often without the slightest reason, to charge the teacher with the grossest impropriety of conduct in the treatment of their children. The highest success will be attained in the management of our schools chiefly through a mutual understanding and cordial coöperation of teachers and parents. Every indication that parents regard the teachers of their children as co-laborers with themselves, worthy of their confidence and sympathy,—that teachers feel their obligations to act as wise and judicious parents should in all their relations to the pupil under their care, will afford the most satisfactory evidence that our schools are fulfilling the purpose for which they were designed.

The aggregate attendance has exceeded that of any previous year. The ratio of the number enrolled, to the number enumerated between the ages of four and sixteen years, is greater than ever before. For the first time the total number in daily attendance,

in all the schools, has been above eight thousand pupils; and the ratio of daily attendance to the average number registered has been over ninety-five per cent. Attendance so large and regular is due, in a great measure, to the desire of parents to have their children at school, to the skillful management of the teachers by which the school is made attractive to the children, and to the prevalence of good health.

The English Language.—A very general and earnest effort has been made, in nearly all the schools, to perfect the pupils in the knowledge and use of the English language. While the grammatical construction and principles of the language have been taught with no less care than formerly, to those classes competent to pursue the study of English grammar, the practical use of language has been more generally and efficiently taught in the lower grades than ever before. Familiar, conversational exercises, construction of sentences, correction of errors in expression, written and oral, have been made daily exercises in all the classes. And it has been gratifying to observe the lively interest manifested by pupils in the subject, in all cases where the teacher is interested and enters earnestly into it herself.

The Metric System.—Although the Metric System has occupied a brief space in the Arithmetics published during the past few years, little attention has been given to it because its general popular use has seemed improbable, or too far in the future. The subject has not even been fairly treated on its own merits; for, adopted in business only in a single instance, in the federal currency, its employment in all ordinary transactions by the American people is regarded much as the Englishman still views his cumbrous currency of pounds, shillings, pence and farthings, in comparison with our decimal system. Our pupils are drilled in the perplexing complications of duodecimals, to teach them how to find the contents of a load of wood; but how many dealers in wood ever use the rule in making their calculations? If compound numbers are used, it is often easier to reach the result, by changing the denominate numbers to integers and decimals, than to go through the long process required by the rule. If, to-day, the decimal system were in as common use in all departments of business, as it is in our currency, what would be thought of a proposition to change it for several other complicated methods, all differing from each other like the several different ones for measuring weight; one, for instance, like the English pounds, shillings, pence and farthings, for buying medicine; another requiring a different table, for buying groceries; and a third, different from either, for buying jewelry, etc., in all of which common fractions must be introduced, to a greater or less extent?

But in view of the intimate relations of this country with more than a score of foreign nations using the decimal system; in view of the fact, that the leading business men, in all our large cities, dealing with others in foreign lands, receive orders expressed metrically; that the government of the United States has not only legalized

the metric system, but adopted it in several departments; that scientific men in professional schools, civil engineers, leading architects, builders and manufacturers use it; that colleges and scientific schools now include it among the preparatory studies for admission to their institutions; that the tendency to its common use is steadily increasing; it is evident that to delay giving instruction in this study is inexpedient and detrimental to public interests.

A familiar acquaintance with this subject may give positions in business to many boys now in our schools; and a thorough knowledge of it by the present generation of children will have a greater influence to secure its general introduction and popular use than all other causes combined. Indeed, it is hardly conceivable how the metric system can come into common use, except by a familiarity with it by the people; and no other medium can be so effective as the school, to bring the knowledge desired into every household.

PLYMOUTH.—L. D. Baldwin, Acting Visitor.

Parental Coöperation.—Experience and observation prove that very much depends upon the active, sympathetic, but not officious interest of the parents in the welfare of the school. The reprehensible habit of making the school-room the focus of neighborhood quarrels and personal feuds, thus not only increasing the present difficulty and sadly interfering with the success of the most faithful teacher, but inevitably insuring a continuance of like disaster in coming time, cannot be too strongly condemned. In a matter of such transcendent interest as the education of the young, and one so far-reaching in its results, it is evidently the dictate of wisdom that all should work together harmoniously for one common end. Mutual concessions, and the bending of individual wills to the properly expressed will of the majority, will go far towards bringing our schools to the desired condition.

There has never been a time in the history of the Republic when the outlook, from an educational standpoint, was more encouraging, or when faithfulness and vigilance were more imperatively demanded than to-day.

There has never been a time when integrity and capacity were more loudly called for in administration of public affairs than now. It is easier to train the young in the ways of rectitude than to secure the thorough reformation of old offenders. Hence our hope is in the public schools. The startling scenes of lawlessness, violence and bloodshed, witnessed so recently in our country, show us the danger to be feared from the ignorant and unprincipled classes when once they step outside the authority of the law, and no thinking man can witness the letting down of parental and school-room authority so prevalent at the present time, without a shudder at the possible and even probable fruit of such dereliction of duty. On no other point do our people exhibit so

little judgment and common sense as on this. During the last year some of the members of one of our districts came to me demanding the discharge of their teacher because of her severity in discipline, and others of the same district came expressing their serious fears lest, through the laxity of discipline of that same teacher, their school-room would be destroyed. How can it be possible to reconcile such discordant elements and conflicting opinions? It is unwise for a teacher to notify her pupils that under no circumstances will she resort to corporal punishment, as the case just referred to amply proves. Human nature has not so improved since the days of Solomon as to make it prudent to ignore his wise councils, and by *always* neglecting to use the rod of correction, *also* neglect to drive foolishness from the heart of the child.

It is questionable whether, in many instances, the time devoted by certain scholars to Latin and German would not be much better employed in endeavoring to master our native tongue, and the branches usually taught through this medium. Edward Everett once said: "To read the English language well, to write with despatch a neat, legible hand, and to be master of the first four rules of arithmetic, so as to dispose of at once, with accuracy, every question of figures which comes up in practice—I call this a good education. If you add the ability to write pure, grammatical English, I regard it as an excellent education. These are the tools. You can do much with them, but you are helpless without them. They are the foundation; and unless you begin with these, all your flashy attainments, a little geology, and all the other ologies and osophies are ostentatious rubbish." Is there not too often in our day a neglect of the real and practical, while reaching after the high-sounding but worthless? When the natural bent of the pupil's mind is ascertained, it is obviously wise to conduct his future training with some reference to this, and not spoil an excellent merchant, mechanic, or farmer, by making a second or third class minister or lawyer. Hence, while we would not restrict even the humblest in their search after knowledge, or discourage them in their attempts to reach the highest plane, we come back to this reasonable question: "Is it wise to neglect what is absolutely necessary, for the attainment of that, the utility of which is at the best problematical?"

Singing in School.—To those who have no music in their own souls, it would be useless to speak in behalf of music in the school-room; but among all the accomplishments which should be taught the young, there is not one that can be obtained with so little effort, and that will so surely bring large returns of profit and enjoyment as this. Time spent in acquiring this art, instead of being wasted, is most usefully employed; and doubtless the time will come when music will be considered indispensable in a common school education.

SALISBURY.—J. H. Hurlburt, Acting Visitor.

A blind adhesion to the long established methods of management has left the boasted school system of Connecticut sadly in the lurch. The unwise district system so generally abolished retains its sway in most of our rural towns. It has been abandoned in Massachusetts, is not established in the new States, and can never be maintained in any community that has observed the workings of the union system. The demand of the age is for higher instruction and broader culture. To place the duty of furnishing such instruction in the hands of those who know nothing of the practical workings of a school room, and have no means of judging of the qualifications or fitness of those whom they employ as teachers, is a suicidal policy. In no other calling or branch of business could such a plan be adopted without the most ruinous results. Continuous employment, long experience in the same position, make effective professional and business men. The merchant who should change his clerk every three, six or twelve months would be considered unwise, and certainly the business that should change its head so frequently, would stand little chance of success. When a competent and faithful teacher has been found she should be retained so long as her connection with the school is advantageous. Under the district system, in some instances, comes up every year a struggle for the committeeship, and a change results in a new teacher unacquainted with the needs of her pupils, and they with her peculiarities. By the time they have got nicely going, in comes a new administration, out goes the teacher, a new one steps in, and then begins an entire revolution in the modes of instruction and management; pupils are set back in their studies, new and unusual notions are introduced, and thus the time of the child is wasted, and his opportunities lost. Instances are rare that the pupils of our common schools get beyond a certain point in their studies, and their instruction has been of such a varied character that they have been unable to learn anything systematically, and, consequently, but little well.

The teachers of this town have organized an association for mutual improvement. They meet every fortnight, have a regular programme for each meeting, discuss methods of instruction, require their members to explain the difficulties of the subject under consideration, present questions for discussion, and vary the practical exercises with those of an entertaining character. Much benefit has resulted from these meetings, and their good effects upon the pupils of our schools can already be seen. In such meetings, rather than in "Teachers' Institutes," so called, are teachers trained in the practical work of the school room. Each one feels her own faults and failings, and is there to gain strength for her duties. Time is not spent in discussing impracticable theories, but the best methods of overcoming difficulties which have been met with in actual experience are considered and adopted. This plan, to be made effective, requires that teachers be

continuously employed, and that those interested in educational matters encourage the effort.

Active measures should be taken to suppress the growing evils of truancy and non-attendance. There are children in this town who attend school but a few days during the entire year. Why it is, that in a Christian land, with all the lights of this age of progress shining full upon them, parents can be so neglectful of the temporal interests of their children as to deprive them of those advantages of instruction and mental culture of which they themselves have so often felt the need, is matter of wonder. As a protection to society against the crimes of those thus brought up in ignorance and often in vice, the strong arm of the law should be invoked to compel attendance. The law is stringent enough, but the difficulty lies in its enforcement.

Many young men take up teaching for a time, either while they are preparing for some profession, or when out of employment, and it is considered a fortunate hit, by most of our committees, if they can secure such a person, particularly to teach the winter school. It is a grave mistake to suppose that any one, provided only he has the requisite literary qualifications, can teach. Teaching is a profession. It is impossible for any one ever to arrive at perfection in the art. To take it up merely as a stepping stone to some more remunerative employment is a degradation of the calling, and a great wrong to the innocent victims. It is bad enough to suffer from the incapacity of the experienced, let alone the indifference and inexperience of those who despise the calling, yet use it as a means of obtaining money to prosecute their studies, or to eke out a temporary subsistence. The schools of Germany are so superior to our own that many American parents send their children there to be educated. The Germans who live in their own country until they are twenty-one are all liberally educated. Their public schools are of a very high order, and rank not much below our American colleges. Numbers of Germans may be found in this country, employed as farm hands, or engaged in some other humble employment, who were skilled in mathematics and fairly read in Greek and Latin. They were merely graduates of the public schools of Germany who had left their country as soon as they had finished their education, to escape the enforced military duty which the laws of that country require of every citizen. What gives these schools their high character and reputation? They do not, as we often do, change their teachers every few months, nor do they employ young men who are looking forward to other positions in life. The masterships of their schools are given only to the graduates of their universities, and their positions are permanent. To such a corps of teachers is confided the education of the German child. A vast gulf yawns between him and our children, which I fear will never be bridged, unless more progress be made in the future than the past can show.

Another false notion, quite prevalent even among those whose

observations should lead to a different conclusion, is that almost any one can teach the primary department of a graded school. As we now have four such schools, with the prospect of another, it seems important, if possible, to dispel the illusion. There is no place in which a teacher can be put, which calls for such varied abilities, so much tact, judgment and training as in a primary school. Her pupils are young, can study but little, hence, all her resources must be called into play to instruct them orally and through the medium of objects. Their faculties are in an undeveloped state, hence care must be taken not to overtax the mind with subjects beyond their years. Here begins that influence upon the mind and heart which is to exercise upon the life a greater power than can be brought to bear in later years. Here the manners should be moulded, and every noble impulse aroused. Here that discipline which tells upon a student's after life is imparted, and the child is safely launched upon his higher course. How important then, that the best and most experienced teachers should be employed in the primary department of such schools.

The subject of graded schools is assuming much importance. They have been established in four districts, with the probability of an early establishment of a fifth. Another should be opened at Chapinville, thus giving to every child in the town the advantage of a higher grade of instruction. These schools have not yet reached that high standard of excellence to which they should be brought. Teachers capable of giving instruction in several higher branches of learning should be employed, and required to pass an examination in those subjects. Philosophy, the elements of chemistry, algebra, geometry, general history, rhetoric, English composition and Latin should be ultimately required and taught when necessary. Not all these studies should be required at once, in the qualifications of teachers, but two or three should be added at the opening of another year, and others from time to time as might be deemed best. Such teachers can be employed at a moderate advance upon present prices, and several of those already employed are capable of sustaining the proposed examination. A few hundred dollars in excess of the present cost would meet the expenses of such a change. If to this could be added a superintendent alive to the demands of the time, who could devote his or her attention wholly to the management of our schools, introducing uniform systems of instruction, improving methods, keeping the teachers to their duties and exercising a vigorous and watchful oversight, the benefit would be inestimable. The establishment of these schools would now be a fixed fact, had not the town voted to return to the district system.

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A LIST OF THE SCHOOL VISITORS,

OR BOARDS OF EDUCATION, IN ALL THE TOWNS OF THE STATE.

This list is prepared from returns received from the several towns. The name of the Chairman of the Board, when known, is placed first, that of the Secretary second. Acting Visitors are in most cases designated by a *. The P. O. address is given (in parenthesis) when it is not the same as the name of the town.

ANDOVER, E. P. Skinner, R. E. Phelps, *E. J. Kingsbury, Wm. Dorrance, A. H. Lyman, Walter Abbey, J. S. Topliff, S. H. Daggett, A. Phelps.

ASHFORD, H. W. Morey, (Westford,) J. D. Gaylord, J. T. Green, Nelson Hammond;—G. E. S. Amidon and S. B. Tifft, (Westford.)

AVON, *A. U. Thompson;—*M. C. Woodford, *Rev. P. R. Day and D. D. Derrin, (West A.,) Joseph Woodford, C. H. Miller.

BARKHAMSTED, Sheldon Merrill, *Monroe Hart;—*Rev. C. S. Linsley and H. C. Brown, (Riverton,) Daniel Youngs and E. J. Youngs, (Pleasant Valley.)

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BERLIN, Samuel Upson, (Kensington,) *Cyrus Root, Jr., *John Norton, *Geo. L. Coburn, E. C. Woodruff, S. F. Talmadge.

BETHANY, (all A. V.) Rev. C. W. Colton, S. R. Woodward, Wales H. French.

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BETHLEHEM, *G. M. Kasson, *M. S. Todd, *W. R. Harrison, G. C. Stone, M. E. Beecher, S. P. Hayes.

BLOOMFIELD, S. J. Mills, *Dr. H. Gray, Rev. W. H. Hallock, J. C. Capen, Louis Filley, N. F. Miller, W. G. Case;—H. C. Hoskins, (Linville.)

BOLTON, Orlando Sperry, *Rev. W. E. B. Moore, Dr. C. F. Sumner, E. D. Alvord, A. K. White;—N. S. Maine, (Quarryville.)

BOZRAH, Geo. H. Fuller, (Bozrahville,) *Rev. F. E. Fellows, C. A. Gager.

BRANFORD, H. Z. Nichols, L. S. Bagley, W. Russell, H. W. Hubbard, R. Dibble, Dr. N. B. Hall, W. Regan, E. J. Bird, W. E. Fowler, T. F. Hanmer;—Wm. Beach and M. K. Northam, (Stony Creek.) *Rev. H. Olmstead, Act. Visitor.

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BRIDGEWATER, Rev. W. B. Colburn, F. A. Peck, Burr Mallett, Eli Sturtevant, Peter Wooster, Horace Sanford.

BRISTOL, *Rev. Dr. L. Griggs, B. F. Hawley, Rev. C. H. Riggs, Rev. M. B. Roddan. Rev. D. DeWolf;—Anson Bingham, (Forestville.)

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BURLINGTON, Bradford Pond, (Unionville,) *Romeo Elton, *S. A. Keeney, Samuel Russell, Wm. Elton, D. Holcomb.

CANAAN, (Falls Village P. O.,) *Dr. C. B. Maltbie, M. A. Dean, *Rev. J. W. Selleck, E. B. Gillett, M. H. Dean, D. E. Dean.

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MIDDLEFIELD, Charles Hubbard, *Rev. A. C. Denison, P. M. Augur, M. W. Terrill, J. O. Couch, W. P. Hall.

MIDDLETOWN, (all A. V.) S. A. Robinson;—H. E. Smith and H. H. Wilcox, (Westfield,) J. M. Hubbard, Geo. W. Guy, D. H. Chase.

(City District,) Dr. E. B. Nye, Dr. G. W. Burke, *Dr. C. L. Loomis, Geo. L. Hulbert, D. W. Northrop, A. W. Bacon, H. D. A. Ward, S. A. Robinson, G. W. Atkins. *H. E. Sawyer, Superintendent.

MILFORD, N. E. Smith, P. S. Bristol, Rev. J. A. Biddle, Rev. G. H. Griffin, I. T. Rogers, W. G. Mitchell, D. N. Clark, C. W. Baldwin, C. F. Bosworth, C. A. Tomlinson, A. A. Baldwin;—Wm. H. Pond, (Hartford.) *A. M. Drummond, Superintendent.

MONROE, F. M. Cargill;—*David Osborn and David Warner, (Stepney,) C. S. French and B. H. French, (Stepney Depot,) James Burr.

MONTVILLE, C. E. Wheeler, *S. H. Browning, *M. V. B. Brainard, C. A. Wheeler, J. S. Latimer;—H. R. Strickland, *W. F. Thacher and Mark Latimer, (Chesterfield,) Jed. R. Gay, 2d, (Norwich.)

MORRIS, Robert Pierpont, *C. S. Loveland, *Dwight Griswold, L. B. Hall, Rev. E. Leonard, S. W. S. Skilton.

NAUGATUCK, (all A. V.) H. H. Johnson, Rev. J. L. Scott, Rev. D. A. Easton, Rev. J. Fagan, Dr. F. B. Tuttle, B. A. Peck.

NEW BRITAIN, J. N. Bartlett, *Charles Northend, W. L. Humason, Rev. Luke Daly, Geo. H. Minor, J. A. O'Brien, J. A. Traut, Elihu Burritt, L. O. Smith, Dr. E. B. Lyon, F. C. Hipp, Charles Peck.

NEW CANAAN, F. M. Bliss, *Rev. J. Greenleaf, Dr. W. G. Brownson, L. M. Monroe, J. F. Silliman, W. E. Husted.

NEW FAIRFIELD, *Geo. W. Wheeler, *H. H. Wildman, *J. J. Treadwell, T. C. Rogers, Alex. Turner, David Rogers.

NEW HARTFORD, *Rev. J. H. Betts, (Pine Meadow,) *N. B. Merrill and Rev. M. Knight, (Nepaug,) *Rev. F. H. Adams, John Richards, J. B. Foster.

NEW HAVEN, (City District,) H. M. Welch, Samuel Hemingway, G. H. Watrous, M. F. Tyler, J. E. Earle, N. T. Bushnell, Patrick Maher, Maier Zunder, F. A. Walker. Horace Day, Secretary; *Ariel Parish, Superintendent.

(Westville District,) E. P. Merriman, H. L. Hotchkiss, *L. W. Beecher, D. G. Mitchell, J. D. Payne, J. N. Austen, W. C. Whipple, F. E. Clark, †L. W. Peck.

NEWINGTON, Roger Welles;—*J. G. Stoddard, (N. Junction,) C. K. Atwood, J. S. Kirkham, S. A. Steele, E. M. Steele.

NEW LONDON, J. C. Learned. Ralph Wheeler, Benj. Stark, I. C. Tate, Rev. J. P. Brown, John Bishop, C. J. Hewitt, Alfred Coit, G. C. Strong.

NEW MILFORD, A. S. Clark, *C. A. Todd, E. S. Green, P. N. Hall, J. W. Addis, E. F. Morehouse;—*Scott Buckingham and A. N. Baldwin, (Northfield.) *S. C. Ferriss, (Gaylordsville.)

NEWTOWN, (all A. V.) E. L. Johnson, Charles Fairman, A. B. Prindle, S. B. Wheeler, John O. Dolohery;—C. M. Parsons, (Sandy Hook.)

NORFOLK, *Rev. J. F. Gleason, *Riley Stillman, *H. B. Knapp, S. D. Northway, F. E. Porter, Silas Palmer, Louise P. Stevens, Mrs. C. E. Mills, Harriett Brown.

NORTH BRANFORD, Charles Page;—*F. C. Bartholomew, (Northford,) *W. D. Ford. E. H. Foote;—Charles Foote and H. D. Bartholomew, (Northford.)

NORTH CANAAN, all A. V.) M. B. Tobey, (Canaan Valley,) A. T. Roraback, Rev. E. Whittlesey, D. L. Freeman, Charles Gillette, (all Canaan,) C. H. Briggs, (C. Valley.)

NORTH HAVEN, A. F. Austin, *Dr. R. B. Goodyear, H. D. Todd, S. B. Thorpe, G. W. Smith, J. B. Goodsell;—O. S. Todd and Charles Smith, (Clintonville,) Eli D. Hayes, (Montowese.)

NORTH STONINGTON, Rev. J. R. Bourne, *Rev. W. D. Morgan, John L. York.

NORWALK, *J. W. Wilson, *Rev. J. A. Hamilton, Rev. E. D. Bentley, Levi Warner, B. J. Sturges;—*J. J. Millard, Dr. M. B. Pardee, C. W. LeCount and L. J. Blake, (South N.)

NORWICH, Rev. R. P. Stanton, (Greeneville,) *J. W. Crary, Rev. S. O. Seymour, Rev. W. S. Palmer, Rev. S. H. Giesey, Abel Rathbone;—Rev. Dr. H. P. Arms and G. G. Pitcher, (N. Town,) G. R. Hyde, (Yantic.)

(Town Street District,) *Rev. Dr. H. P. Arms, (N. Town,) L. A. Hyde, B. W. Hyde, Edward Harland;—W. R. Potter, G. G. Pitcher, Geo. McClelland, J. S. Lathrop and W. B. Lathrop, (N. Town.)

(Central District, Norwich P. O.) *Rev. S. O. Seymour, Costello Lippitt, *Dr. Patrick Cassidy, C. F. Stechel, C. H. Dillaby, B. P. Learned, E. H. Learned, J. M. Thayer, E. R. Thompson. *N. L Bishop, Superintendent.

(West Chelsea District, Norwich P. O.) B. H. Rogers, *P. W. Bruce, *L. W. Dudley, D. W. Perkins, Henry Holmes, E. S. Bishop, C. H. Talcott, P. J. O'Conner, J. P. Murphy.

OLD LYME, (Lyme P. O.) T. S. Swan, John Smith, *Rev. W. B. Cary, John Swaney, C. L. Morley;—R. M. Champion, (South L.)

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†Deceased.

OLD SAYBROOK, (Saybrook P. O.) Edwin Ayer, *Wm. J. Clark, *R. B. Chalker, G. W. Denison;—Joseph Kellogg, (New Saybrook.)

ORANGE, Dr. J. M. Aimes, *Rev. E. S. Lines, Rev. W. E. Brooks, *Dr. J. F. Barnet, (all West Haven,) *Isaac P. Treat, James Walker.

OXFORD, N. J. Wilcoxson, *Dr. Lewis Barnes, O. C. Osborn, Samuel Hawkins, John Harger;—Clarke E. Lum, (Seymour.)

PLAINFIELD, *J. S. French, (Central Village,) *Rev. S. H. Fellows and W. H. H. Leavens, (Wauregan,) *Waldo Tillinghast;—*W. I. Hyde and Dr. W. A. Lewis, (Moosup,) Rev. John Avery, F. A. Carey and Horace Allen, (Central Village.)

PLAINVILLE, Rev. N. J. Seeley, *S. J. Corban, *M. A. Nickerson, Rev. Alex. Hall, Hiram Carter, Wm. Newton.

PLYMOUTH, George Langdon, *L. D. Baldwin, Apollos Markham, A. P. Fenn, E. M. Talmadge, Hilo Holt;—Rev. L. S. Griggs, N. T. Baldwin and Wm. W. Clemence, (Terryville.)

POMFRET, I. P. Briggs, (P. Centre,) *S. S. Cotton and G. S. Feeter, (P. Landing,) Horace Sabin, E. Mathewson, Dr. L. Williams, Hudson Smith;—J. W. Clapp, (Abington,) W. I. Bartholomew, (Putnam.)

PORTLAND, *Dr. C. A. Sears;—*W. S. Strickland, F. Gildersleeve and C. H. White, (Gildersleeve's Landing,) *Rev. J. S. Bayne, F. A. Parker, J. C. Gladwin, G. B. Cleveland, C. G. Southmayd.

PRESTON, (all A. V.) J. A. Cook;—N. S. Wentworth, (Norwich,) Aaron Lucas, (Poquetannock.)

PROSPECT, John Gillette, *B. B. Brown, Meritt Clark, H. N. Clark, A. S. Plumb, Wm. Clark.

PUTNAM, S. H. Seward, *Rev. Dr. B. F. Bronson, *C. M. Brooks, *P. H. Whaley, H. S. Perry, Gilbert Chandler.

READING, *Rev. John Dickinson, *Rev. S. G. Law;—Rev. X. A. Welton, (R. Ridge.)

RIDGEFIELD, Dr. D. L. Adams, *Dr. W. S. Todd, *Rev. D. D. Bishop, *A. Y. Paddock, Gould Rockwell, C. B. Northrop, W. H. Beers, L. E. Smith, J. L. Hunt.

ROCKY HILL, G. O. Chambers, A. D. Griswold, H. R. Merriam, W. F. Bulkley, C. B. Wilcox, Samuel Dimock, G. W. Hewitt, W. G. Robbins, J. H. Warner.

ROXBURY, E. G. Seeley, *Charles Sanford, C. E. Prindle, H. D. Gillette, H. S. Hurlbut, Levi Smith.

SALEM, *Henry Fox, *Rev. J. Ordway, R. A. Williams, F. E. Chadwick, N. W. Williams, A. O. Gallup.

SALISBURY, J. R. Ward, (Falls Village,) *J. H. Hurlburt and W. A. Crowell, (Lime Rock,) M. L. Graham, Rev. Lyman Warner;—Geo. B. Burrall, (Lakeville.)

SAYBROOK, (Deep River P. O.) Geo. S. Hefflon, *M. N. Griswold, *A. D. Platts, F. L'Hommedieu, L. J. Platts, D. M. Tyler, Henry Dolph, H. W. Mather, F. W. Williams, J. J. Jones;—G. K. Hull and G. W. Denison, (Winthrop.)

SCOTLAND, Abner Robinson, *Rev. A. A. Hurd, Dr. I. B. Gallup, W. M. Burnham, Henry Lincoln, A. W. Maine.

SEYMOUR, Carlos French, *W. C. Sharpe, *Dr. Joshua Kendall, Edmund Day, S. Y. Beach, V. H. M. Ewen, S. H. Canfield;—F. M. Clemons, (Birmingham,) Nathan Holbrook, (Ansonia.)

SHARON, A. C. Woodward, *Dr. C. H. Shears, J. C. Smith, R. E. Goodwin, G. A. Kelsey;—C. W. Hall, Jr., (West Cornwall.)

SHERMAN, Geo. A. Barnes, *Dr. J. N. Woodruff, *Rev. E. P. Herrick, D. B. Mallory, W. B. Pepper, L. B. Hungerford, C. L. Leach, I. B. Hall.

SIMSBURY, Seymour Pettibone, (Weatogue,) *D. B. McLean, H. W. Ensign, Rev. J. L. Tomlinson, A. G. Case;—*Dr. G. W. Sanford, (Tariffville.)

SOMERS, M. F. Gowdy, (Somersville,) *L. W. Percival, Rev. C. H. Gleason, Dr. W. B. Woods, Miss Harriett Pomeroy;—Rev. C. L. Ayer, (Somersville.)

SOUTHBURY, *G. T. Pierce, (South Britain,) Rev. J. Hartwell, *C. S. Brown;—Rev. S. J. Bryant, D. M. Mitchell and Ezra Pierce, (South Britain.)

SOUTHINGTON, *W. S. Merrell, *J. H. Osborn, R. A. Neal, L. O. Neal;—*A. F. Barnes, (Marion,) Stephen Walkley, (Plantsville.)

SOUTH WINDSOR, J. L. Higley, *Rev. G. A. Bowman, Rev. E. S. Towne;—*J. G. Perrin, (Vernon,) Lyman Grant and Oliver Grant, (Wapping.)

SPRAGUE, Nathan Geer, (Baltic,) *Rev. L. H. Barber and T. K. Peck, (Hanover,) M. K. Brewer, J. F. Starkweather and H. H. Maynard, (Baltic.)

STAFFORD, Rev. F. L. Batchelder, *Rev. G. V. Maxham;—*Rev. A. S. Fits, (West S.,) Rev. Dr. F. J. Hawley, Rev. T. P. Shahan and W. R. Small, (S. Springs.)

STAMFORD, Eleazar Porter, *N. R. Hart, †J. D. Ferguson, *A. P. Beals, Robert Swartwout, H. D. Ralph, W. W. Scofield, R. E. Livingston;—G. B. Christison, (Long Ridge.)

STERLING, Albert Frink, *H. D. Dixon, A. A. Stanton, Alfred Gallup;—N. J. Wood and G. C. Brown, (North S.)

STONINGTON, S. B. Wheeler, (Mystic,) *B. F. Williams, (Mystic Bridge,) *Rev. A. G. Palmer, J. S. Anderson;—C. H. Hinckley and C. H. Babcock, (Westerly, R. I.)

STRATFORD, R. H. Russell, *Albert Wilcoxson, F. J. Beardsley;—C. L. Beach, James Bounds and J. R. Hull, (West S.)

SUFFIELD, S. B. Kendall, *C. H. Fuller, J. A. Shores, *Rev. Chas. Willett, *Emerson Jessup;—*J. B. Rose, (West S.)

THOMASTON, T. J. Bradstreet, *G. A. Stoughton, G. B. Pierpont, Rev. J. W. Backus, Rev. E. B. Sanford, Rev. Thomas Ockford, Rev. Eugene Gaffney, A. W. Smith, F. B. Taylor.

THOMPSON, (all A. V.) Rev. A. Rawson, Rev. N. J. Pinkham, Stephen Ballard, Isaac Ross;—Oscar Tourtellotte and Dr. J. C. Lathrop, (North Grosvenordale.)

TOLLAND, W. C. Ladd, *Rev. C. N. Seymour, S. H. Brown, A. L. Benton, Charles Young, J. E. Underwood.

TORRINGTON, Rev. Dr. L. Perrin, G. H. Welch, *H. M. Sherman, *Rev. J. W. Gamwell, (all Wolcottville,) *R. C. Barber, (Burrville.)

TRUMBULL, H. L. Fairchild, (Bridgeport,) *Rev. N. T. Merwin, S. H. Booth;—G. F. Hadley, Rev. A. P. Brush and Beach Hill, (Long Hill.)

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†Deceased.

UNION, S. W. Moore, (Staffordville,) *T. J. Young, (North Ashford,) *E. C. Booth;—M. P. J. Walker, (Stafford Springs,) M. G. Moore, (Staffordville,) Rev. J. P. Watson, (Mashapaug.)

VERNON, Francis Keeney, *G. W. West, Dr. S. G. Risley, H. T. Bolles, (all Rockville,) *H. F. Parker and J. S. Dobson, (V. Depot.)

VOLUNTOWN, Wm. B. Ray, (Pendleton Hill,) *Dr. C. O. Main, A. E. Bitgood, Ezra Briggs;—J. C. Tanner and C. W. Barber, (Campbell's Mills.)

WALLINGFORD, Rev. W. C. Richmond, *H. L. Hall, Dr. Henry Davis, H. S. Hall, L. M. Hubbard, C. D. Yale.

WARREN, M. A. Strong, *Rev. W. S. Colton, A. R. Humphrey, N. B. Strong, A. C. Knapp, G. W. Wood.

WASHINGTON, Orestes Hickox, *Earle Buckingham, Charles Beach;—*G. C. Whittlesey and G. T. Sperry, (New Preston,) Ralph Buckingham, (Marbledale.)

WATERBURY, J. W. Webster, *Greene Kendrick, *Rev. John Creedon, Rev. J. Anderson, Rev. F. T. Russell, Rev. Lawrence Walsh, D. B. Hamilton, E. L. Frisbie. (one vacancy.)

WATERFORD, Rev. Edmund Darrow, *J. W. Manwaring, F. J. Stanton;—Rev. A. B. Tefft, H. O. Woodworth and H. A. Smith, (New London.)

WATERTOWN, C. M. Noble, *T. P. Baldwin, *Rev. H. Q. Judd, *Rev. James Stoddard, Dr. W. S. Munger, Dr. A. M. Hungerford.

WESTBROOK, *O. H. Norris, *J. H. DeWolf, B. F. Bushnell, D. A. Wright, E. A. Hill, E. C. Stevens.

WEST HARTFORD, Henry Talcott, (Elmwood,) *W. H. Hall, Rev. M. N. Morris, Samuel Whitman;—C. N. Beach, (Elmwood,) S. J. Bestor, (Hartford.)

WESTON, A. S. Jarvis;—*Lester Fanton and H. A. Ogden, (Westport,) J. R. Nichols, D. L. Rowland.

WESTPORT, T. D. Elwood, *Rev. A. N. Lewis, Rev. J. R. Williams, Albert Relyea, H. W. Lyon, J. S. Sherwood.

WETHERSFIELD, R. A. Robbins, *M. S. Griswold, John Welles, William Talcott, James Standish, H. A. Deming.

WILLINGTON, C. D. Rider, *G. O. Southwick, *Rev. E. Colton, *Rev. C. W. Potter, L. W. Holt, H. O. Sparks.

WILTON, Wm. Sturges;—J. B. Hurlbutt, (Cannon's Station,) *Harvey Bedient, S. E. Ogden, D. G. Betts;—S. M. Comstock, (Weston.)

WINCHESTER, (all A. V.) Rev. A. Goodenough, (W. Centre,) C. F. North, (West Winsted,) Rev. T. M. Miles, Rev. Hoaldus Pandolphi, Charles Weldon and C. A. Bristol, (Winsted.)

WINDHAM, J. M. Johnson:—*Geo. W. Melony, *Rev. F. L. DeBruycker, *John M. Hall, Dennis McCarthy, H. W. Avery, J. E. Hayden, Albert Barrows, (all Willimantic, except Mr. Johnson,) E. M. Swift.

WINDSOR, E. S. Clapp, *Rev. R. H. Tuttle, Rev. G. C. Wilson, A. H. Ellsworth;—Dr. R. E. Ensign and H. L. Soper, (Poquonock.)

WINDSOR LOCKS, *Dr. S. R. Burnap, J. T. Coogan, A. B. Stockwell, J. L. Anderson, Richard Brooks, B. M. Bouglass.

WOLCOTT, Henry Minor;—*F. L. Nichols, (Box 752, Waterbury,) E. M. Upson, A. N. Lane, H. B. Carter, L. P. Alcott.

WOODBRIDGE, H. F. Merwin, *Rev. S. P. Marvin, M. E. Baldwin, W. M. Beecher, E. W. Judge, E. L. Sperry.

WOODBURY, James Huntington, *N. M. Strong, *Wm. J. Clark, Rev. G. W. Noyes, Rev. J. L. R. Wyckoff, Dr. H. W. Shove, W. V. Rood, D. C. Somers;—R. B. Judson, (Minortown.)

WOODSTOCK, G. F. S. Stoddard, (South W.,) N. E. Morse, V. T. Wetherell and M. W. Ide, (East W.,) *George Bugbee, (W. Valley,) Oscar Fisher and J. M. Perrin, (West W.,) Ebenezer Bishop, (North W.,) S. M. Fenner, (South W.)

PUBLIC ACTS CONCERNING EDUCATION,

PASSED JANUARY SESSION, 1877.

CHAPTER XXXIV.

An Act relating to School District Taxes.

Whenever any school district, having within its boundaries any town almshouse and farm, shall impose any tax for the purpose of building or repairing its school house, said real estate owned by said town shall not be exempt from such taxation.

CHAPTER LI.

An Act concerning the Election and Powers of School Visitors in Towns having Union Districts.

SEC. 1. Whenever in any town the school districts have been consolidated under the provisions of the Acts of 1866, 1867, 1869, and 1872, and such towns may have heretofore abandoned, or shall hereafter abandon such system under the provisions of said Acts, those persons who have been, or who shall be elected school committee of such union districts, shall be and remain the members of the board of school visitors of such towns, with all the powers and duties of school visitors, for the terms of one, two, and three years respectively, to which they have been or may be elected, in the same manner as if they had been elected school visitors of such towns according to the provisions of the statutes in such case provided.

SEC. 2. This Act shall affect no suit now pending, and shall take effect from its passage.

CHAPTER LXIV.

SEC. 1. Public schools shall be established and maintained for at least thirty weeks in each year, in every school district in which the number of persons between four and sixteen years of age at the last preceding enumeration was twenty-four or more, and for at least twenty-four weeks in the other districts; but no school need be maintained in any district in which the average attendance of persons at the school in said district during the preceding year, ending the thirty-first day of August, was less than eight. In said schools shall be taught, by teachers found duly qualified by the school visitors, reading, spelling, writing, arithmetic, English grammar, geography, and such other studies as may be prescribed by the board of school visitors, and said schools shall be open to

all children over four years of age in the respective districts; and no person shall be denied admittance to and instruction in said schools on account of race or color.

SEC. 2. Section one of chapter two, of title eleven of the general statutes, revision of 1875, is hereby repealed.

CHAPTER LXVII.

In lieu of the form of oath now required by title eleven, chapter eleven, section three, of the general statutes, the following form shall be used by the school visitors:

We, the school visitors of the town of ——, certify that from the returns made to us under oath as by law provided, we find that on the first Monday in January, A. D., ——, there were residing within the school districts belonging to said town the number of —— persons between the ages of four and sixteen years, and from the best information we can obtain, we truly believe that said number is correct.

} School Visitors.

On this —— day of ——, A. D., ——, personally appeared the above named school visitors, and made oath to the truth of the above certificate by them subscribed, before me.

——— ———, Justice of the Peace.

CHAPTER LXX.

By this Act, title eleven, chapter two, section two of the revised statutes of 1875, is amended by erasing from the last line thereof the words "shall be filled," and inserting in lieu thereof the words "shall be filled in the manner prescribed in the third section of this Act, for the election of school visitors for the full term of three years, and the ballots shall distinctly specify the vacancy to be filled." [This relates to the choosing of school visitors.]

CHAPTER XCVIII.

[This chapter is given on pages 20 and 21 of this Report.]

CHAPTER CVI.

SEC. 1. Whenever one-third of the voters present at any meeting of a school district containing two hundred or more voters, shall request that any vote or votes upon any question pending before such meeting shall be taken by ballot and check list of the voters of said district, the chairman of such meeting shall cause said vote or votes to be so taken, and if said vote or votes cannot be then and there conveniently and properly taken, he shall, upon the like request of said one-third of the voters present, adjourn said meeting to the usual polling place in said district, if any there be, and if there be none, then to the most suitable and convenient place in said district, at such time within one week

thereafter as he may designate, when and where said vote or votes shall be taken between the hours of nine o'clock in the morning and five in the afternoon, and the result ascertained and declared by said chairman, and recorded by the clerk upon the records of said district.

SEC. 2. Upon the written request of twenty or more voters of any school district containing two hundred or more legal voters, made to the committee of said district, to call a special meeting of the voters of such district to vote by ballot and check-list, upon any resolution or resolutions appended to such request, the said committee shall call such meeting within two weeks thereafter, at some suitable time and place in said district, to be particularly stated in the notice for such meeting, when and where said vote or votes shall be taken by ballot and check-list, and the result ascertained and declared by the chairman, and recorded by the clerk upon the records of said district.

SEC. 3. Upon the written request of fifty or more of the voters of any school district containing two hundred or more voters, the committee of such districts shall cause all elections of officers of of such district to be had by ballot and check-list, as provided in the preceding sections.

SEC. 4. This Act shall take effect from and after its passage.

CHAPTER CXII.

An Act relating to the Instruction and Employment of Children.

Section two of chapter first, title eleven, of the general statutes is hereby amended by erasing in the fifth and sixth lines of said section the words: "three months of the twelve next preceding any year," and inserting in place thereof the words: "sixty days of the twelve months next preceding any month."

CHAPTER CXLIII.

SEC. 1. Any town which has or shall have assumed the control of its public schools as provided in the first section of chapter six, title eleven, of the general statutes, may at the second annual town meeting thereafter, but not previously, or may at any subsequent annual town meeting, vote to abandon such control, and re-establish the several districts, as they were before said action, and the vote for such purpose shall be taken by ballot, in the manner specified in sections one and two, of chapter thirty-two of the public acts passed May session, A. D., 1875, being An Act relating to the consolidation of school districts.

SEC. 2. When any town has voted to re-establish its school districts, as provided in the preceding section, each of the districts shall pay the town for all improvements which the town has made on the school house, its furniture and appurtenances within the district. The amounts to be thus paid shall be determined by the selectmen and the school committee of the town. When such

payments are made the town shall restore or make good to each of the districts the school property and local funds formerly belonging to the district. If any district shall refuse or neglect to make the payment required by this section till the expiration of six months after the passage of the vote of the town to re-establish the districts, the selectmen may cause a tax sufficient to make said payment, including the cost of laying and collecting such tax, to be laid on the district in manner specified by chapter three, title twelve, of the general statutes (except that the selectmen shall perform the duties required of district committees in said chapter), and to be collected and paid to the town.

SEC. 3. A vote to re-establish the school districts shall not take effect further than to authorize the districts to hold meetings, lay and collect taxes, and appoint officers for those purposes, till all the settlements and payments required by the preceding section have been made; and unless such payments and settlements are made within one year after the passage of said vote, said vote shall be null and void.

SEC. 4. Section ten, of chapter six, title eleven, of the general statutes is hereby repealed.

PUBLIC ACTS CONCERNING EDUCATION,

PASSED JANUARY SESSION, 1878.

CHAPTER XXXIII.

An Act relating to School Districts.

SECTION 1. The records and all papers relating to or affecting the interests of any school district shall at all times be open to the inspection and examination of any person liable to pay taxes in said district.

SEC. 2. Any clerk of a school district who shall refuse or neglect to furnish reasonable access to such records or papers, or shall willfully conceal the same, or shall give any false or incorrect information as to the same, shall forfeit the sum of twenty-five dollars, one-half to the use of said district, the other half to such person who shall prosecute the same to effect.

CHAPTER XLIII.

An Act amending the General Statutes relating to Education.

Section first, of chapter eleven, title eleven of the general statutes, is hereby amended to read as follows:

The committee of each school district, or if they fail or are unable to do so, its clerk shall, annually, in January, ascertain the

name and age of every person over four and under sixteen years of age, who shall belong to such district on the first Monday of said month, and the place, the year and month when such person last attended school, together with the names of the parents, guardians, or employers of such person, and return the same to the School Visitors of the town to which such district belongs, on or before the twentieth day of January; and in making such enumeration, children temporarily residing in one district, but having parents or guardians residing in another, shall be enumerated only as belonging to the latter district. If such return is not made on or before said day, one of the School Visitors shall make such enumeration before the first day of February next following, and return it to said School Visitors, and shall receive therefor five cents for each child so enumerated, to be paid from the amount appropriated by the town for the support of schools in said district.

CHAPTER CXXIII.

Section four, chapter three, title eleven (and page one hundred and thirty) of the revised Statutes of 1875, is hereby amended by erasing in the seventh and eighth lines of said section the following words: "in the manner prescribed in this title for the election of School Visitors," and inserting in lieu thereof the following words: "who shall be chosen by ballot, one third to be chosen each year to serve for three years, and until others are elected in their places. The number of persons sufficient to fill the Board who have the highest number of votes shall be elected;" so that the section shall read as follows, to wit:

"Section 4. School societies heretofore organized under the act of 1855, entitled an act in addition to and in alteration of an act concerning education, which are not coëxtensive with the towns in which they are situated, shall become school districts of such towns, with all the powers and duties of school districts, as specified in this title; except that each shall annually choose on the third Monday of September, instead of a District Committee, a Board of Education consisting of six or nine persons, who shall be chosen by ballot, one-third to be chosen each year, to serve for three years until others are elected in their places. The number of persons sufficient to fill the Board who shall have highest number of votes shall be elected. Which Board shall have all the powers," etc.

CHAPTER CXXIV.

Section twenty-three, chapter five, title eleven of the general statutes is hereby amended by inserting between the word "shall" and the word "fix," in the fifth line of said section, the words "after conferring with the school visitors of the town or towns in which such district is located." The section, when thus amended, will be as follows: "The vote of two-thirds of those present and voting at a meeting of the district shall be necessary to fix or

change the site of a school house; but if such two-thirds vote cannot be obtained in favor of any site, the school visitors of any town adjoining the town or either of the towns in which such district is, on application of the district, shall, after conferring with the school visitors of the town or towns in which such district is located, fix the site and make return to the clerk of the town in which such site is to be."

CHAPTER CXXV.

An Act Relating to School District Taxes.

The first section of chapter three, title twelve of the general statutes, revision of 1875, is hereby amended to read as follows: All taxes imposed by any school district shall be laid on the real estate situated therein, and the ratable personal estate and polls of those persons who belonged to said district at the time of laying such tax, which polls shall be set in the list at one hundred dollars each, and upon any manufacturing or mechanical business subject to taxation, which is located or carried on in said district, not including therein the value of any real estate situated out of the district; and neither the business so taxed, nor any real estate in said district, shall be taxed in any other district.

CHAPTER CXXVI.

An Act in Relation to Duties of School Boards.

The board of school visitors or board of education of any town, or of any district organized according to section four, chapter three, title eleven, of the general statutes, may exclude from any school or schools under their supervision, all children under five years of age, whenever in their judgment the interest of such school or schools will be thereby promoted.

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